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ABSTRACT

The final technical report and summary of a study of lifelong learning programs in the United States are presented. Included in the report are a background study of adult and continuing education, a survey of existing programs and practices, and statistical findings. Specimen materials are shown and exemplary practices suggested. Recommendations for improved programs are given as part of the final report summary. Appendices contain the Program Identification Questionnaire, Program Description Questionnaire, exhibits of exemplary materials, and promising promotion practices. (RS)

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REACHING ADULTS FOR LIFELONG LEARNING

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August 1972

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REACHING ADULTS FOR LIFELONG LEARNING

I. FINAL REPORT AND SUMMARY

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PREFACE

The Institute for Communication Research, Stanford University, undertook in the summer of 1971 to study the outreach or promotion of "lifelong learning" (adult and continuing education) programs in the United States. Our contract with the United States Office of Education stressed the identification of exemplars and "exportable" practices. We set about this phase of the project with particular enthusiasm because, as Section 1 of the following report discusses, we are convinced that all formal education is shifting to a voluntary basis -- even childhood education will not be mandatory in the future. Those of us who believe in education (or most education, most of the time) need to discover new ways in which education can compete for people's time and energy in a marketplace of attractive alternatives -- working, playing, and killing time with the television set.

We hoped to find examples of a vigorous adult education promotion that could hold its own in the marketplace. We were not disappointed. One purpose of this report is to share our sense of undisappointment with the reader. Among the thousands of brochures and catalogs sent to us by adult education programs across the country (a collection that is open to anyone who can make use of it) is a small brochure from a small college saying, "Continuing education is alive and well at Marymount." That is the impression we received from Marymount and hundreds of other institutions.

We will say many good things in this report about the promotion of lifelong learning. However, it is also true that promotion is an understaffed, underbudgeted activity in most institutions that we studied. As a consequence, no one has time to painstakingly develop new strategies for reaching the unreachable -- the illiterate, the unemployed, the transient. Presently, we regret to say, lifelong learning programs educate the educated, not the uneducated. The gap between the educated and the uneducated widens. Promotion staffs have not had the resources, and in some cases the specialized training, to recruit potential students at the lowest educational levels.

The picture revealed by this study has its shadows, but we feel it is more important to focus on the bright spots. The cognitive psychologists (we are told) have shown that positive instances teach a concept better than negative instances. Since the concept of this report is "more effective promotion of lifelong learning," we feel certain that what people are doing right is more instructive than what they are doing wrong.

REACHING ADULTS FOR LIFELONG LEARNING is divided into three volumes for manageability. Volume I is the final technical report and summary. Volume II is the set of ten case studies of exemplary programs. Volume III presents a directory of all institutions included in the study and a set of statistical tables reporting promotion practices.

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Completion of the three volumes of REACHING ADULTS FOR LIFELONG LEARNING was facilitated by many persons. Our first appreciation is extended to Don Sweeney, who, while Assistant Commissioner for Public Affairs, United States Office of Education, funded this study. We have tried to reflect his interest and concern for lifelong learning in these volumes. Jack Billings and Beverley Blondell, Office of Public Affairs, also deserve our thanks for the help they gave us many times during the year.

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REACHING ADULTS FOR LIFELONG LEARNING: FINAL REPORT OF RESEARCH ON THE PROMOTION OF ADULT EDUCATION PROGRAMS TO THEIR COMMUNITIES

1. SUMMARY AND RECOMMENDATIONS

SUMMARY The promotion of "lifelong learning" is of great interest to the educational policymaker for a number of reasons. Most immediate, perhaps, is its relation to career education. The strongest career education program is no stronger than the promotion effort that brings adults into it.

In addition to our concern for the effective promotion of career education, we have been intrigued by the fact that adult education is the "cutting edge" of voluntarism in American education. Adult education has always been a voluntary activity, while childhood education has been mandatory and, at least for the middle and upper classes, college has been mandated by social pressure if not by law.

Now, however, mandatory childhood education is under successful attack in the courts, and adolescents of all classes have chosen what they consider to be attractive alternatives to college. America's educational system is becoming voluntary "from cradle to grave." How, then, will educators carry on necessary programs? How will they recruit students? How will education compete in a marketplace of attractive alternatives?

It seemed to us that the promotion of adult education, if carefully examined, might suggest answers to these questions.

CONTEXT FOR RESEARCH ON ADULT EDUCATION PROMOTION PRACTICES. Excellent books have been written in the past five years on adult education programs and adult participation. Among the best of these works are:

A STUDY OF ADULT EDUCATION IN THE UNITED STATES
(Liveright, 1968)

HANDBOOK OF ADULT EDUCATION
(Smith and others, 1970)

THE ADULT'S LEARNING PROJECTS
(Tough, 1971)

CONTINUING EDUCATION IN THE UNITED STATES
(Liveright and Mosconi, 1971)

LESS TIME, MORE OPTIONS: EDUCATION BEYOND THE HIGH SCHOOL
(Carnegie Commission, 1971)

These studies and essays have varying foci. The national, systemic view of A STUDY OF ADULT EDUCATION IN THE UNITED STATES is balanced by Tough's attention to individual differences in THE ADULT'S LEARNING PROJECTS.

Research on adult education participation points to an intricate pattern of factors that increase or decrease the probability of participation among various subgroups of the public. Sex, age, social class, previous education, self-concept, level of aspiration, and reference group behavior are just a few such factors. The subtlety of promotion efforts must match the subtlety of this pattern.

THE LIFELONG LEARNING CONCEPT. The concept of lifelong learning is not new. In the 19th century it led to the establishment of free public libraries, Lyceums, Chautauquas, and Mechanics Institutes. Toward the end of the 19th century, continuing higher education programs began, chiefly in the land-grant universities.

In the 20th century the lifelong learning concept has led to a vast expansion of programs for adults in both public and private secondary schools and colleges, to extension study through a variety of mechanisms, and to "new media" programs for adults.

ADULT KNOWLEDGE OF AVAILABLE PROGRAMS. In a landmark study, VOLUNTEERS FOR LEARNING (Johnstone and Rivera, 1965), adult residents of the town of "St. Stephens" were asked if they knew of adult education programs that were available to them. Casual knowledge was related to previous education: 85 per cent of high-school graduates could name at least one adult education program in "St. Stephens" (the town in fact offered several dozen programs of various kinds). The corresponding figure for non-high-school graduates was 65 per cent. Extensive knowledge was even more related to previous education: 33 per cent of high-school graduates, but only 7 per cent of non-high-school graduates, could name as many as four adult programs.

If a "knowledge gap" separates potential adult students from programs that could benefit them, we can criticize adults for their indifference (we assume that a motivated adult could learn of all local programs by spending a few hours on the telephone). However, there is no policy value in criticizing the unknowledgeable adult. Unfair as it may seem, policy implications of the "knowledge gap" come to rest with adult

education programs and their promotion.

QUESTIONS ADDRESSED IN THIS PROJECT. The research in this project focuses on questions of effective promotion and outreach, in particular:

-- In what ways are lifelong learning programs being promoted imaginatively and adaptively?

-- Can such exemplary practices be adopted or adapted by other programs for more effective outreach?

SURVEY OF PROGRAMS AND PRACTICES. A two-stage field survey was conducted to identify lifelong learning programs and to learn as much as possible about their promotion practices. The survey frame consisted of all public school systems with regular student enrollments of 10,000 or greater, together with all junior colleges, four-year colleges, and universities enumerated in the 1970 edition of the COLLEGE BLUE BOOK.

Excluded as a matter of policy were programs housed in YMCA's, recreation centers, libraries, commercial "academies," etc.

PROGRAM IDENTIFICATION QUESTIONNAIRE. Preliminary description of each program was solicited on a four-page questionnaire addressed to superintendents of school systems and continuing education directors of colleges and universities. A total of 2,847 of these were mailed during the late fall and early winter of 1971. Returns totalled 2,526, for a response rate of 89 per cent. The "positive" subset (reporting an adult or continuing education program) consisted of 1,870 institutions.

PROMOTION DESCRIPTION QUESTIONNAIRE. The 1,870 "positive" responses were screened on the basis of program size and scope, which led to the rejection of 220 very small or specialized programs. The final mailing frame for the eight-page promotion description questionnaires was 1,650 institutions.

Because of its greater length and complexity, the promotion description questionnaire yielded a lower response rate of 65 per cent, or a total of 1,069 cases. We surmise that some of the 581 missing cases "disqualified" themselves when they found they had little or nothing to say about promotion practices. In other words, the amount of detail requested in the promotion description questionnaire may have seemed incongruent with the small promotion effort of some programs.

Further screening of promotion descriptions showed that 120 of the 1,069 cases did not qualify for our study because of the limited or specialized character of their programs. The final number of cases accounted for in the directory (Volume III of REACHING ADULTS FOR LIFELONG LEARNING) is 949.

TABULATION OF RESULTS. Responses to both questionnaires are summarized statistically in Volume III. Instead of summarizing all responses together, we judged it necessary to distinguish responses from:

-- School systems, enrollment 25,000 or less (201 cases);

-- School systems, enrollment 25,001 or more (100 cases);

-- Junior colleges, enrollment 10,000 or less (254 cases);

-- Junior colleges, enrollment 10,001 or more (13 cases);

-- Public four-year colleges and universities, enrollment 10,000 or less (110 cases);

-- Public four-year colleges and universities, enrollment 10,001 or more (63 cases);

-- Private four-year colleges and universities, enrollment 10,000 or less (89 cases);

-- Private four-year colleges and universities, enrollment 10,001 or more (14 cases).

Although the cutting point of 10,000 led to relatively few junior colleges and private colleges/universities in the large category, we feel that this enrollment level marks the beginning of large-scale promotion efforts in higher education institutions around the country.

A missing data problem had to be solved prior to analysis. Particularly in the detailed sections of the promotion description questionnaire, respondents were inclined to skip items. Instead of basing each table on a different sample size, we deleted cases with missing data until there remained 844 essentially complete records.

SITE SELECTION. According to the original plan of the project, ten institutions were to be described and discussed in case studies. Site selection criteria were many and diverse. In order to represent a broad range of programs, some "famous" adult education programs were not chosen. The sites finally chosen were:

Baltimore County School District
Towson, Maryland

Jefferson County School District
Louisville, Kentucky

Arizona Western (Junior) College
Yuma, Arizona

Oakland Community College
Bloomfield Hills, Michigan

Northeastern University
Boston, Massachusetts

Syracuse University
Syracuse, New York

University of California at Irvine
Irvine, California

University of Delaware
Newark, Delaware

Pennsylvania State University
University Park, Pennsylvania

California State University at San Jose
San Jose, California

Case studies of the ten institutions comprise Volume II of REACHING ADULTS FOR LIFELONG LEARNING.

SELECTED STATISTICAL FINDINGS. Data from the first (program identification) questionnaire chiefly clarify the differing promotion challenges of large and small institutions. The large institutions report more levels of instruction, more courses, more degrees, more instruction formats, more faculty, more students, etc. In short, they report a complicated and heavy promotion burden for the staff to shoulder. Yet the number of full-time equivalents assigned to adult education promotion in the large institutions is only one FTE greater than the number assigned in small institutions.

The surplus-deficit income pattern of adult education programs has strong implications for promotion. Some programs in colleges and universities are "cash register" operations -- they pay for themselves and even yield a surplus. The cash flow in such programs represents a promotion incentive or necessity, as the case may be. In other, tax-supported programs, high enrollments can worsen rather than improve the program's financial base. Our data on income surplus-deficit show a sharp contrast between tax-supported adult education in school systems and fee-supported adult education in colleges and universities.

There is considerable agreement among institutions of all types and sizes in allocating the promotion budget chiefly to direct mail advertising. The only exceptions, categorically, are the small junior colleges, which allocate a larger budget fraction to media advertising. Publicity, chiefly in the form of news releases, accounts for about 10 per cent of the promotion budget in all categories of institutions except large school systems, where the budget allocation is lower. Routine administrative costs average 12 per cent of the budget in school

systems and junior colleges, about 19 per cent of the budget in colleges and universities.

In the production of direct mail pieces, it is surprising to note that large institutions, with a greater array of courses to be promoted, produce only as many pieces as do small institutions. Large private colleges and universities in fact produce fewer pieces than other types of institutions. Only in the volume of pieces mailed can the larger institutions be distinguished from the smaller, and junior colleges are an exception to this trend. Across the board, both large and small institutions produce a yearly average of 100 pieces. Small institutions mail a yearly average of 50,000 pieces. In each category, large institutions mail about 11,000 more pieces than small institutions.

Almost all institutions have gained access to local newspapers for free publicity. Large institutions distribute markedly more releases than small institutions. In the case of large school systems and junior colleges, this practice seems to pay off in multiple appearances per release. In the case of large colleges and universities, there seems to be a point of diminishing returns, after which the increased distribution leads to no increased publication. This ratio is probably affected by the pressure of competing news in metropolitan areas where large colleges and universities are located.

The conviction that "paid advertising is important" is held by about one-third of the institutions in most categories but by 83 per cent of the large colleges and universities. The latter also make the greatest use of paid advertising of various kinds.

Public service advertising is used extensively by all large institutions except large private colleges and universities. Small institutions either are given fewer opportunities to use public service advertising or take less advantage of the opportunities they are given.

Relatively few adult and continuing education programs have conducted "formal" research on the effectiveness of their promotion, although large institutions are much more likely than small institutions to have done so. Personal interviews, telephone and mail surveys are all reported.

"Informal" research on promotion effectiveness is reported by most institutions. The reported incidence of each strategy is roughly proportional to its effort and cost, ranging from routine record-keeping to advertising campaigns involving coded response forms.

To expand upon the limited selection of findings summarized above, the reader should consult the statistical tables in Volume III and their discussion in Volume I.

RECOMMENDATIONS The quantitative data and case studies lead us to the following nine recommendations. More concrete suggestions (implementable by individual programs) are presented first. Some of these suggestions will seem gratutitous to institutions where they are already practiced -- we apologize. Later recommendations deal with cooperative effort and state/federal coordination.

1. Promotion staff are not active enough in program development. A number of the case studies show that innovative programming "sells itself." Promotion staff should encourage program developers to depart from conventional formats. If a course is innovative in its conception or presentation, the promotion task is greatly simplified. A catalog of stodgy courses cannot be blamed on program developers alone.

2. Promotion staff should be less intuitive, more empirical in choosing their strategies. Alternative promotion strategies should be pilot tested against each other. Despite widely held beliefs, direct mail advertising may not be as cost effective as, for example, paid advertising or the staging of "events." There is a particularly noticeable gulf between the empirical basis of adult education promotion and the empirical basis of commercial advertising to the same audience. Good advertising texts have a place on the promotion director's desk. We recommend, for example, STRATEGY IN ADVERTISING (Bogart, 1967) and MARKETING COMMUNICATION (Crane, 1965). A few chapter headings from Bogart's book will illustrate the factors that we consider to be important:

-- The Concept of "Audience"

-- Market Segmentation

-- Persuasion and the Marketing Plan

-- Understanding Media

-- Getting the Message Through

-- Reach versus Frequency

-- The Uses of Repetition

We should also note and recommend the "indigenous" literature of adult education promotion. Stern's book, PEOPLE, PROGRAMS, AND PERSUASION is still as relevant and insightful as in the year it was published (1961). Stern favors simple, naturalistic tests of effectiveness -- for example, counting coupons returned from different mailings. Important as such response measurement is, it cannot tell us why many members of the target audience did not respond -- whether they didn't get

the message or whether they chose to ignore it. In short, we greatly value PEOPLE, PROGRAMS, AND PERSUASION, but we feel more should be said about negative-outcomes research to balance Stern's helpful suggestions for conducting positive-outcomes research.

While on the subject of important "indigenous" references, we recommend one other: Anderson's series, "How Colleges, Universities, and Other Educational institutions Can Use Direct Mail More Effectively," which appeared in the magazine, COLLEGE AND UNIVERSITY BUSINESS, January through June 1965. Anderson is not coy about calling his profession "college advertising." He observes, "Shortcomings of some college advertising can be traced back to the time when such promotion started out as a part-time activity, then gradually expanded to full-time but without professional personnel."

3. When we come right down to it, we don't know much about barriers to adult education participation from the perspective of the "barred" person, but the case studies suggest that a simple person-oriented campaign can reach the otherwise unreachable. The Homemaking Center in Jefferson County is a success because the director cared enough to ring doorbells. Arizona Western College (Yuma) sends out student recruiters and convenes town meetings to bring in migrant workers and minority groups.

With some gratifying exceptions, the institutions in our sample do not establish much personal linkage to potential students. Instead they "interface" the potential student through print and audiovisual messages. Such approaches are more likely to bring old students back than to bring new students in for the first time.

Even though an old student and a new student both count as one in the total enrollment, we might as a matter of policy prefer to recruit the new student. Such recruitment will require a better circumvention of "barriers to participation" than promotion strategies now manage. Face-to-face recruitment is probably the answer. However, a face-to-face campaign for the sake of new students is beyond the budget, and in some cases beyond the commitment, of promotion staff.

4. Finally (in this vein), we recommend that the routine practices of a promotion office be checked against the "norms" implied by the Volume III tables. What other institutions are doing is not necessarily right, but some discrepancies between norm and practice may be thought-provoking. Of particular interest are strategies that may be cost effective -- the public service advertisement, the use of newspaper/magazine reprints as targeted mailers, etc.

The next three recommendations require cooperation among several institutions in an area:

5. To bridge the "knowledge gap," the promotion offices of all local institutions should publish a joint "Directory of Lifelong Learning Opportunities" and maintain a well-publicized "hotline" for question referral. Whatever competition the institutions continue at other levels, they should be willing to operate a clearinghouse of information on local lifelong learning opportunities.

6. Workshops and seminars on effective promotion techniques should be organized locally or regionally. Appropriate topics range from nuts-and-bolts -- copywriting, graphics, presswork, media production, response evaluation -- to the psychology of the audience. Large institutions have an opportunity and responsibility to share their more diverse facilities and experience with small institutions.

7. Local or regional production of public service advertising is much needed. Our data indicate that some institutions are passing up public service advertising opportunities because they can't afford production costs. Even a one-minute television spot can be too expensive for a small institution to supply on a regular basis. Regional production may be a happy compromise -- costs are distributed across programs, but the material still seems reasonably local.

It might seem efficient to produce such materials nationally in order to distribute production costs as broadly as possible. However, we note in the case study of Jefferson County, Kentucky, that potential adult students need a local setting to identify with. A public service advertisement showing adult students strolling under palm trees may be less effective, in Kentucky, than no advertisement at all.

The resources of state and federal government may be required to implement the following recommendations:

8. Promotion offices should be provided with a "consumer's guide" to effective promotion practices. At a minimum, the frequently updated guide would contain a section on each promotion channel or strategy, covering the rationale of use, mechanical aspects, costs, and specimen materials on which effectiveness research has been conducted.

9. We do not know enough about nonparticipants to plan strategies for reaching them. Promotion staffs can be forgiven if they now favor strategies that bring old students back rather than new students in for the first time. They are "planning in the dark" when they go after nonparticipants. More policy-oriented research is needed on "barriers to participation." If a single focus were required for manageable research, it might be barriers to participation in career education opportunities. For example, do nonparticipants avoid career education because they find the instructional formats too

"mickey mouse" and reminiscent of childhood education? Or because they are apprehensive of being evaluated in "establishment" ways? Or because the instruction is not structured in "easy doses" for recovering rusty cognitive skills and study habits? Or because the promotion campaign (if there is one) stresses values and rewards that make sense to an educator but not to them?

Despite a natural temptation to study our successes rather than our failures, research on nonparticipation will be essential if career education programs choose, as a matter of policy, to emphasize new recruits.

2. BACKGROUND

Many social benefits are voluntary rather than mandatory. In this country, an adult may avoid voting, education, preventive medicine, and so on. Legislated benefits (for example, fluoridation) are successfully opposed on the grounds that citizens should not be compelled to accept benefits they don't want.

Treatment of children is an exception to the voluntaristic pattern. Children are generally compelled to attend school, undergo preventive medicine and dentistry, and accept many restrictions not necessarily related to their welfare in modern society.

However, mandatory child behavior is under attack in the courts. Religious groups have affirmed their children's right not to participate in education and preventive medicine programs. It follows that any child (or parent, speaking for his child) can claim exemption from these programs on the grounds of conflicting belief.

In comparison with the present, the future "social contract" will be highly voluntaristic. Except when public hazards are created, adults and children will participate in benefits by choice. They will educate themselves -- or not. They will keep themselves healthy -- or not. They will provide for their personal safety (for example, by wearing automobile seat belts) -- or not.

Paradoxically, the "social contract" depends on high levels of participation. For example, many adults and children who refuse to educate themselves will be technologically unemployable. Many who avoid preventive medicine will later require hospitalization at public expense. The "shiftlessness" of such groups could be used as an argument for compulsory benefits.

Adult education is a cornerstone benefit of our society, and it is entirely voluntary. Adult students cannot be compelled to participate; they must be persuaded. Furthermore, adult educators cannot oversell their product, caveat emptor. They are promoting a habit of participation extending over a lifetime. "Hard sell" brings in students on one occasion but damages an adult education program if it promises success that education

alone cannot deliver. Only the "soft sell" builds an adult education program's long-term rapport with its community. The adult educator must gamble that, while fewer come, more will stay.

Optimism for the future of the society is based on assumptions of renewal. In the past, society was renewed through its children. They had new skills and new attitudes. They adapted easily to changes that their parents could never take as normal.

Now, however, change outstrips the succession of generations. Adults must renew themselves constantly. To remain the same is to fall behind. To assume that society remains the same is to risk "future shock."

The major force for renewal among adults is education. More than ever before, the adult educator needs three "gifts:" 1) belief in his work; 2) competence in program development; 3) skill in reaching adults for lifelong learning.

This report focuses on the third "gift." In our 50-state research, we have identified programs that reach adults effectively and in many cases ingeniously. In later sections of this report, the promotion practices of 844 adult education programs are summarized statistically. Ten exemplary programs are described in depth. Individual practices of other programs are also described when they seem particularly clever and "exportable."

CONTEXT FOR RESEARCH ON ADULT EDUCATION PROMOTION PRACTICES

In contrast with the situation in 1959, when Brunner deplored the amount and quality of research in this field in his OVERVIEW OF ADULT EDUCATION RESEARCH, we now have a strong literature on most aspects of the field other than outreach or promotion.

Books exemplifying the best work of the past five years include:

A STUDY OF ADULT EDUCATION IN THE UNITED STATES
(Liveright, 1968)

HANDBOOK OF ADULT EDUCATION
(Smith and others, 1970)

THE ADULT'S LEARNING PROJECTS
(Tough, 1971)

CONTINUING EDUCATION IN THE UNITED STATES
(Liveright and Mosconi, 1971)

In the long term, one of the most influential books may prove to be:

LESS TIME, MORE OPTIONS: EDUCATION BEYOND THE HIGH SCHOOL (Carnegie Commission, 1971)

These studies and essays have varying foci. The national, systemic view of A STUDY OF ADULT EDUCATION IN THE UNITED STATES is balanced by Tough's attention to individual differences in THE ADULT'S LEARNING PROJECTS.

The studies address many questions, including the history and present diversity of adult education programs, their community support and financial base, and adult participation and performance. Of greatest relevance to our own research on outreach and promotion are two questions: WHO PARTICIPATES? and WHAT ARE THE REASONS FOR PARTICIPATION?

WHO PARTICIPATES Ten years ago the National Opinion Research Center in Chicago conducted benchmark research on participation in adult education reported by Johnstone and Rivera in the book VOLUNTEERS FOR LEARNING (1965). They estimated that, of a United States adult population of 114 million persons, 17 million were enrolled in adult education courses (another 9 million were engaged in independent self-instruction).

Somewhat earlier Census data showed that 14 per cent of adults between 20 and 24 years of age participate in adult education. Five per cent of those in the 25 to 29 age group, but only two per cent of those in the 30 to 34 age group, also participate in adult education. Parker and Paisley (1966) and Rees and Paisley (1968) corroborated the downward trend across the life cycle. Adult education participants are on the average more than six years younger than the "average" American adult.

Other personal characteristics -- sex, marital status, race, religion -- do not distinguish the adult education participant from the rest of the adult population. However, the well-educated and the well-employed are overrepresented. Participants are twice as likely as nonparticipants to have attended college and to hold professional or technical jobs.

REASONS FOR PARTICIPATION AND NON-PARTICIPATION Most adults are somewhat attracted to adult education -- the range of courses promises "something for everyone." However, there are barriers to participation. Adults feel they lack the extra hours, cannot leave the house at times when classes meet, cannot arrange for satisfactory transportation, etc. Sometimes these external barriers rationalize nonparticipation when the actual barriers are internal -- fear of failure, connotations of childhood education, etc. A study conducted at Berkeley by London (1963) showed the aversion of blue collar workers to what they

considered a "white collar world" -- the classroom setting of adult education.

Perhaps the strongest reason for nonparticipation is a sense of futility in the activity. Those who see no connection between adult education and their life goals will pursue the latter without benefit of the former.

Reasons given for participation are varied. A single course will attract students with different motives and expectations. For example, Johnstone and Rivera found the following pattern in their research (1965):

1. Academic subjects are studied for general information, job advancement, and preparation for new kinds of work. In addition, about one student in five studies purely for pleasure.

2. Not surprisingly, vocational courses are taken in preparation for new employment. Parker and Paisley (1966) also noted that vocational courses are taken out of curiosity or as a hobby by students who have no intention of obtaining related employment.

3. Students also enroll in recreation courses to increase spare-time enjoyment, but also to meet new people, to escape daily routines, and simply to become better informed.

4. Enrollment in "personal development," "home and family life," and religion courses is explained very idiosyncratically by students. These less-structured courses are apparently all things to all students. The number of students taking such courses for vocational purposes is balanced by the number interested in enriching their leisure time, meeting new people, etc.

Reasons given for participation are also related to socio-economic status. Among both men and women, lower SES students express vocational goals while higher SES students talk of becoming better informed and increasing spare-time enjoyment.

Sociological and psychological factors in adult education participation range beyond the scope of this discussion. It is important only to note that adult education means different things, sociologically and psychologically, to different groups in the population. The subtlety of promotion efforts must match the subtlety of this pattern.

THE LIFELONG LEARNING CONCEPT

In its report, LESS TIME, MORE OPTIONS: EDUCATION BEYOND THE HIGH SCHOOL (1971), the Carnegie Commission on Higher Education stated these major themes:

-- Opportunities for higher education and the degrees it affords should be available to persons throughout their lifetimes and not just immediately after high school.

-- More educational, and thus career, opportunities should be available to all those who wish to study part-time or return to study later in life, particularly women and older persons.

-- Society would gain if work and study were mixed throughout a lifetime, thus reducing the sense of sharply compartmentalized roles of isolated students v. workers and of youth v. isolated age. The sense of isolation would be reduced if more students were also workers and if more workers could also be students; if the ages mixed on the job and in the classroom in a more normally structured type of community; if all members of the community valued both study and work, and had a better chance to understand the flow of life from youth to age. Society would be more integrated across the lines that now separate students and workers, youth and age.

The concept of lifelong learning is not new. In the 19th century it led to the establishment of free public libraries and adult classes of the "Lyceum" and "Chautauqua" genre. "Mechanics Institutes" were important avenues of upward mobility for the working class. Toward the end of the 19th century, continuing higher education programs began, chiefly in the land-grant universities.

In the 20th century the lifelong learning concept has led to a vast expansion of programs for adults in both public and private secondary schools and colleges, to extension study through a variety of mechanisms, and to "new media" programs for adults.

These developments are not restricted to the United States. The Open University in England exemplifies successful experimentation in other countries.

Opportunities for lifelong learning in this country are good but not optimal. The spirit of the Carnegie Commission recommendations is missing in the institutional structure of most adult education. Arrangements for adult work-study are as

undeveloped as arrangements for youth study-work. Few programs offer adults a curriculum that can sustain a "lifetime" of part-time study. Much adult education counseling treats labels ("vocational education student," "basic skills student") rather than whole persons. A final frustration for taxpayers and gift-giving college alumni is that adult programs are appendages to youth programs -- afterthoughts in terms of scheduling, space and budget, and program coherence.

The United States is never in step with itself on any path of progress. Some lifelong learning programs are exemplary in nearly every respect -- we hold that opinion of some that are examined in Volume II of this report. But the country is too large; innovation has always been pluralistic rather than unitary and centralized. Today's best lifelong learning models will, in the normal course of events, be "discovered" years from now in some districts.

MULTIPLICITY OF PROGRAMS: THE ADULT STUDENT'S DILEMMA

We assume that adults turn to further education because of a felt need. The need may be "external" in its origins. For example, continuing education is required in some professions as a condition of practice or promotion.

The need may be "internal" in its origins. For example, an adult's self-concept may involve his knowledge, competence, educational attainment, etc. Or, at the level of noncredit instruction, the adult's curiosity may be aroused by a skill or craft being taught.

Given sufficient motivation, the adult begins to match his educational need against the discernible array of programs. At this point, if his need is simple or generic, one or more appropriate programs may come quickly to his attention. However, if his need is unusual (in subject matter, level of instruction, resulting credit, time/place restrictions, or affordable costs), then he has to begin a search through the multiplicity of programs, hoping to identify an offering that will match his need.

This is a problem that we associate, stereotypically, with New York City or Los Angeles, where hundreds of adult learning programs function with little communication and less coordination. But it does not take hundreds of programs to confuse a potential adult student. One small city, described in the NORC study of adult education, VOLUNTEERS FOR LEARNING (1965), offers a variety of programs that would certainly confuse the adult searching for a specific course.

In the town of "St. Stephens" (population 220,000) the NORC investigators found a full array of courses offered by:

-- Two colleges
-- City public high schools
-- Suburban public high schools
-- Catholic high schools

Courses were also offered by 31 proprietary schools, including:

-- Nine music schools
-- Eight dancing schools
-- One flying school
-- One art school
-- One IBM school
-- Three hairdressing schools
-- Two business "colleges"
-- One industrial electronics school
-- One tool and die design school
-- One school of physical fitness
-- Two driving schools
-- One Dale Carnegie Institute

The NORC investigators also found adult instruction in the following government agencies:

-- Federal government (armed forces, selective service, social security administration, and internal revenue)
-- State and county (soil conservation, public welfare, civil defense, health, polic, and airport)
-- City and township (fire, police, recreation, and city hall)

Thirty-five businesses and industries in "St. Stephens" reported training plans, consisting of intramural programs or extramural arrangements, for their employees. Additionally, courses were offered by:

-- The YMCA
-- Churches and synagogues
-- Hospitals
-- A publicly supported art school
-- A sportsmen's club
-- An engineering association

Such is the pattern of adult education offerings in cities the size of Jacksonville, Florida; Grand Rapids, Michigan; or Spokane, Washington. In the aggregate, the lifelong learning programs offered by an "average" city in this country are rich and diverse. They are equal to the needs of most adult students. However, only a rare and unusual student ever learns of more than a few of the many available programs.

KNOWLEDGE OF PROGRAMS NORC found that adult respondents in "St. Stephens" had very limited knowledge of programs in that city. Casual knowledge was related to previous education: 85 per cent of high-school graduates could name at least one adult education program in "St. Stephens." The corresponding figure for non-high-school graduates was 65 per cent. Extensive knowledge was even more related to previous education: 33 per cent of high-school graduates could name four or more adult programs; only 7 per cent of the non-high-school graduates could name that many.

Therefore we can say that a "knowledge gap" separates potential adult students from programs that could benefit them. One interpretation of the gap is that adults are indifferent to such educational opportunities. According to this interpretation, the potential student is surrounded by information on adult programs, but he is unwilling to pay the small price of attending to the information (or the larger price of remembering it).

Another interpretation is that the potential student sees and remembers most of the information that comes his way, but that adult programs are poorly "promoted" to their communities.

Both interpretations have merit. It is often true that adults are indifferent to events themselves and to information about the events. A classic study by Hyman and Sheatsley, "Some Reasons Why Information Campaigns Fail" (1947), continues to be supported by research on the topic. Bauer's article, "The Obstinate Audience" (1964), is a more recent variation on the same theme.

It is also true that adult and continuing education programs can have less than an "outreach spirit" or, even with good intentions of reaching potential students, can lack resources or skills to mount an effective outreach campaign.

QUESTIONS ADDRESSED IN THIS PROJECT

The research in this project, REACHING ADULTS FOR LIFELONG LEARNING, focuses on questions of program outreach:

- -- What are typical practices in the promotion of adult and continuing education?
- -- Do small and large school districts, junior colleges, and four-year colleges differ in these practices?
- -- What are the roles of the mass media, direct mail, interpersonal contacts, etc., in promotion of these programs?

-- Is research being done by any institutions on the effectiveness of their promotion strategies?

-- If so, what are their findings?

-- In the opinion of consultants, advisers, and ourselves, do any programs seem to have exemplary promotion strategies?

-- If so, what are these strategies? Does the exemplary aspect reside in the "message" or the "medium?"

-- Is promotion effectiveness just a function of the promotion budget, or do some programs seem to achieve greater effect per dollar than others?

In earlier research on the total pattern of adult information seeking (Rees and Paisley, 1968), we ventured the opinion that:

> "Growing knowledge of adult information seeking leads to communication strategies fitted to needs and dispositions of the target audience. Parallel with formal adult education (which has unique power to confer status through certificates and degrees), intensive educational programs can be justified in less formal channels, such as radio and television.
>
> "For some communication efforts -- for example, a Public Health Service program to teach diabetics more about their condition -- the informal channels may be fully adequate. Other efforts that should end in certificated knowledge, such as practical nursing, might begin in informal channels that are particularly 'open' to the target audience and lead that audience later into formal programs.
>
> "This adaptive approach based on audience analysis and committed to objectives rather than institutions might be called 'social communication engineering.' It is not a new idea, but its success depends upon the best application of new knowledge in the development of new strategy."

THE ESSENTIAL QUESTIONS Borrowing our terms from that earlier statement, we would say that the essential questions addressed in this project are:

-- In what ways are lifelong learning programs being promoted imaginatively and adaptively?

-- Can such exemplary practices be adopted or adapted by other programs for more effective outreach?

3. SURVEY OF PROGRAMS AND PRACTICES

QUESTIONNAIRES The first task of the field survey was to identify lifelong learning programs in school systems, junior colleges, colleges, and universities. Accordingly, a questionnaire was designed to determine this information with minimum commitment of respondents' time. The white questionnaire included as Appendix I of this report served to screen lifelong learning programs for follow-up mailing of the longer "promotion questionnaire."

The buff-colored "promotion questionnaire" (see Appendix II) was sent to all institutions that seemed to have, on the basis of responses to the first questionnaire, substantial programs of adult and continuing education. Besides providing quantitative data for tabulation, a primary purpose of the "promotion questionnaire" was to suggest a set of "most interesting" programs from which we could choose ten for close review, including site visits.

SURVEY FRAME Our intention was to conduct a census of lifelong learning programs, using "census" in the generic sense of "encompassing all cases within a given area, or of a given kind." Included as a matter of policy were:

- -- Programs in public and private school systems;
- -- Programs in junior colleges;
- -- Programs in four-year colleges and universities, including conferences, correspondence instruction, and other non-classroom formats.

Excluded as a matter of policy were:

- -- Programs housed in YMCA's, recreation centers, libraries, commercial "academies," and, in short, conducted under auspices other than school systems, junior colleges, and four-year colleges and universities.

Public school systems with regular student enrollments of 10,000 and greater were enumerated for the survey from data

collected by the National Center for Educational Statistics. A total of 722 school systems met this enrollment criterion.

Junior colleges, four-year colleges, and universities were enumerated for the survey from the 1970 edition of the COLLEGE BLUE BOOK. Only institutions offering general education programs were included. For example, seminaries were excluded. Otherwise no attempt was made to pre-screen these listings, and no enrollment minimum was set. A total of 2,085 institutions of higher education entered the study from this source.

Additionally, respondents indicated on the white questionnaire which nearby institutions offered adult and continuing education programs that were, in a sense, competitive with theirs. A few of the school systems and colleges named were not on our original mailing list, often because of newness. Questionnaires were sent to them also.

Lacking a better respondent designation, questionnaires were addressed to the superintendent of each school system and the continuing education director of each college and university.

SURVEY CALENDAR White questionnaires were mailed in the late fall of 1971. Upon the return of each "positive" white questionnaire (indicating that the school system or college did operate a program of adult and continuing education), a buff "promotion questionnaire" was immediately mailed. This process iterated as new institutions were identified and included in the study. A cut-off for the return of buff questionnaires was set at the end of the winter.

All nonrespondents received at least one follow-up mailing in which a fresh copy of the questionnaire was accompanied by a letter emphasizing the importance (to us, at least) of a complete set of returns. When we were aware that a nonrespondent was operating a substantial adult and continuing education program, we used a personal letter to secure that response in a second follow-up.

Data processing continued throughout the period of questionnaire return. However, because of the nature of comparisons involved in site selection, the site visit and case study phase of the project could not begin until after the cut-off date for return of buff questionnaires.

RESPONSE RATE A total of 2,847 white questionnaires went to school systems and colleges during the late fall and early winter of 1971. Of these, 2,526 were returned, for a response rate of 89 per cent. The "positive" subset consisted of 1,870 institutions. Of the remaining 656, 617 reported that they were not operating adult and continuing education programs. An additional 39 were no longer operating at all under the institutional names in our records because of merger or discontinuance.

The 1,870 "positive" responses were screened on the basis of program size and scope, which led to the rejection of 220 very small or specialized programs. The final mailing frame for buff questionnaires included 1,650 institutions.

Because of its greater length and complexity, the buff questionnaire yielded a lower response rate of 65 per cent, or a total of 1,069 cases. We surmise that some of the 581 missing cases "disqualified" themselves when they found they had little or nothing to say about promotion practices. In other words, the amount of promotion detail requested in the buff questionnaire may have seemed incongruent with the small promotion effort of some programs.

Further screening of buff questionnaire responses showed that 120 of the 1,069 cases did not qualify for our study because of the limited or specialized character of their programs. Thus we arrive finally at the 949 cases listed in the directory (Volume III of this report).

TABULATION OF RESULTS Responses to the white and buff questionnaires are summarized statistically in Section B of Volume III. They are also selectively displayed and discussed in the next section of this volume.

Instead of summarizing all responses together, we judged it necessary to distinguish responses from:

-- School systems with regular enrollment of 25,000 or less (201 cases);

-- School systems with regular enrollment of 25,001 or more (100 cases);

-- Junior colleges with regular enrollment of 10,000 or less (254 cases);

-- Junior colleges with regular enrollment of 10,001 or more (13 cases);

-- Public four-year colleges and universities with regular enrollment of 10,000 or less (110 cases);

-- Public four-year colleges and universities with regular enrollment of 10,001 or more (63 cases);

-- Private four-year colleges and universities with regular enrollment of 10,000 or less (89 cases);

-- Private four-year colleges and universities with regular enrollment of 10,001 or more (14 cases).

Although the cutting point of 10,000 led to relatively few junior colleges and private colleges/universities in the large category, we feel that this enrollment level marks the beginning of large-scale promotion efforts in higher education institutions around the country.

The problem of missing data requires some consistent solution in studies of this kind. Particularly in the detailed sections of the buff questionnaire, respondents were inclined to skip items. Instead of basing each table on a different sample size, we dealt with this problem by deleting cases with missing data until there remained 844 essentially complete records. Thus the sum of cases in the above typology is 844, not 949.

SITE SELECTION According to the original plan of the project, ten institutions were to be described and discussed in case studies. Members of the Stanford project team and consultants (listed in the acknowledgments to this volume) were to visit each institution, observe the operation of its promotion office, examine the largest possible array of produced materials, and discuss the program both with staff and with others whose opinions and insights would be useful in the case study.

Site selection criteria were many and diverse. It was judged essential that school systems, junior colleges, public four-year colleges, public universities, and private colleges/universities all be represented by two systems or institutions each. When the distinction between public four-year colleges and public universities broke down in our group of "semi-finalists," we simply took four of the joint set.

From the 1,069 returned buff questionnaires, 100 institutions were carefully chosen as "most interesting" on the basis of promotion volume, promotion diversity, ratio of promotion budget to volume and diversity, unusual approaches, and local factors such as the presence of "competing" programs. After long and difficult deliberation, the following ten sites were chosen:

Baltimore County School District
Towson, Maryland

Jefferson County School District
Louisville, Kentucky

Arizona Western (Junior) College
Yuma, Arizona

Oakland Community College
Bloomfield Hills, Michigan

Northeastern University
Boston, Massachusetts

Syracuse University
Syracuse, New York

University of California at Irvine
Irvine, California

University of Delaware
Newark, Delaware

Pennsylvania State University
University Park, Pennsylvania

California State University at San Jose
San Jose, California

The reader who is familiar with adult education promotion will notice that some "famous" institutions are missing from this list. Our reasons for the omissions are different in each case, and we will not detail them here. Two examples, however, are the University of California at Berkeley and the University of California at Los Angeles. Not only did we feel that these well respected and well publicized programs needed no further "boost" from us, but we could not objectively review them because of the involvement of Dr. Milton Stern (Berkeley) and Drs. Paul and June Sheats (UCLA) in our project. To conclude this aside as gracefully as possible: we felt it was more important to have Stern and Sheats as consultants than to have Berkeley and UCLA as sites.

The case studies (Volume II of this report) are self-contained. We make some observations about them in this volume without summarizing them extensively.

4. STATISTICAL FINDINGS

Findings are discussed in questionnaire sequence. A brief description of the adult and continuing education programs is followed by a longer description of promotion practices. A few tables are displayed in this section, but the reader should consult Volume III for the entire set of tables.

PROGRAM DESCRIPTION

ACADEMIC LEVELS OFFERED. As Table 1 shows (next page), the adult and continuing education offerings of most institutions reflect their "daytime" programs. For example, 85 per cent of the school systems, 33 per cent of the junior colleges, but only 5 per cent of the four-year colleges and universities offer adult basic education. Among the school systems and the junior colleges, there is a strong positive relationship between size of institution and adult basic programs -- substantially more large institutions offer adult basic programs.

DEGREES OFFERED. We note in Table 2 that size of institution and level of academic offerings are both related to level of degrees offered. Larger institutions offer a broader range of degrees -- for example, large private colleges and universities are much more likely to offer high school and associate degrees than are small private colleges and universities.

INSTRUCTION FORMATS. Table 3 shows that, except for correspondence instruction, junior colleges are among the most innovative institutions in varying the conventional classroom instruction format. The other strong trend in this table is that of institutional size. Virtually without exception, large institutions of each type are able to offer a broader variety of instruction formats than their smaller counterparts.

COURSES OFFERED. The next four tables (4A, 4B, 4C, and 4D) show that most institutions have broad curricula. Large institutions generally offer the broadest range of courses. Only in the area of hobby, recreation, home and family life courses (4C) do the smaller institutions exceed larger institutions in their offerings.

NEW COURSE OFFERINGS PER YEAR. Of considerable interest in a study of promotion practices is the ratio of new to old courses

TABLE 1. ACADEMIC LEVELS OFFERED BY INSTITUTION SIZE AND TYPE. (1. Adult Basic 2. High School 3. Junior College 4. Four-Year College or University). Percentages.

	1.	2.	3.	4.
Group #1: (N= 201) Sm. Pub. Sch. Dist.	80	90	14	5
Group #2: (N= 100) Lg. Pub. Sch. Dist.	96	93	12	3
Group #3: (N= 254) Sm. Junior College	32	32	95	6
Group #4: (N= 13) Lg. Junior College	62	62	92	0
Group #5: (N= 110) Sm. Pub. Univ./Col.	7	13	28	83
Group #6: (N= 63) Lg. Pub. Univ./Col.	5	16	21	95
Group #7: (N= 89) Sm. Pri. Univ./Col.	2	5	14	89
Group #8: (N= 14) Lg. Pri. Univ./Col.	14	14	29	93

offered each year. According to Table 5, colleges and universities have the highest "newness" ratio, followed by junior colleges. Almost no school systems have a "newness" ratio in excess of 25 per cent. More than half the large school systems have a "newness" ratio of 5 per cent or less.

FACULTY AND ENROLLMENT. Tables 6 and 7 help to provide the human context for later tables dealing with promotion practices. They show medians for full-time, regular part-time, and community part-time faculty, as well as numbers of adult students enrolled in credit and noncredit programs.

PROVISION OF COUNSELING SERVICES. The great majority of institutions in all categories provide student counseling. A majority, averaged across categories, also provide telephone information during non-business hours and a mechanism for contacting drop-outs and absentee students (Table 30).

SOURCES OF YEARLY OPERATING BUDGET. Some adult and continuing education programs are known as "cash register" operations. They pay for themselves and even yield a surplus from student fees alone. The cash flow in such programs represents a promotion incentive or necessity, as the case may be. In a tax-supported program, high enrollments can worsen rather than improve the program's financial base. Table 8 shows that, whereas colleges and universities have fee-supported adult and continuing education programs, school systems and junior colleges are almost wholly tax-supported. (Percentages do not sum to 100 per cent in Table 8 because of the use of median percentages and because respondents frequently allowed their own breakdowns to exceed 100 per cent.)

SURPLUS-DEFICIT INCOME PATTERN. If we assume that an enrollment-related surplus is a strong incentive to promote a program and that an enrollment-related deficit is a strong incentive not to promote a program, then the conjunction of Table 9 (next page) and Table 8 shows that promotion directors may have financial grounds for different attitudes toward enrollment as a goal of their work. Large school systems are the least likely to record a surplus and the most likely to record a deficit from the adult and continuing education program. Large colleges and universities show the converse pattern -- the most likely to record surpluses, among the least likely to record deficits. (Missing data account for the failure of rows in Table 9 to sum to 100 per cent.) Of course, promotion is a complex and ramified activity in all institutions. The financial consequence of high enrollment is just one factor that affects promotion effort.

PROMOTION DESCRIPTION

ORGANIZATIONAL PROVISION FOR PROMOTION. Table 11 shows that colleges and universities do not differ from junior colleges or school systems in organizing promotion activities either as part

TABLE 9. INCOME PATTERN BY INSTITUTION SIZE AND TYPE.
(1. Surplus 2. Deficit 3. Break Even). Percentages.

	1.	2.	3.
Group #1: (N= 201) Sm. Pub. Sch. Dist.	13	33	52
Group #2: (N= 100) Lg. Pub. Sch. Dist.	7	39	50
Group #3: (N= 254) Sm. Junior College	27	19	48
Group #4: (N= 13) Lg. Junior College	15	23	38
Group #5: (N= 110) Sm. Pub. Univ./Col.	25	15	55
Group #6: (N= 63) Lg. Pub. Univ./Col.	22	30	41
Group #7: (N= 89) Sm. Pri. Univ./Col.	37	15	40
Group #8: (N= 14) Lg. Pri. Univ./Col.	50	21	14

of a general administrative office or as a separate office. In fact, setting aside the 15 per cent of all institutions that report neither of these arrangements, the remainder are evenly divided between general office and separate office organization.

SIZE OF PROMOTION STAFF. Surprisingly, large and small institutions do not differ by more than one full-time equivalent in the size of their promotion staffs (Table 12), despite the greater array of course offerings to be promoted in the large institutions. Small school systems and colleges report two to three full-time equivalents. Large school systems and colleges report three to four full-time equivalents, except the large private colleges and universities, which report a median of two. We will return to one implication of this fact in discussing Table 16.

ALLOCATION OF PROMOTION BUDGET. Except in small junior colleges, the modal use of promotion funds is direct mail advertising. The small junior colleges allocate a slightly larger budget fraction to media advertising. (The number of large junior colleges reporting these breakdowns was too small for median percentages to be computed.) Publicity, chiefly in the form of news releases, accounts for about 10 per cent of the promotion budget in all types of institutions except large school systems, where the budget allocation is smaller. Routine administrative costs average 12 per cent of the budget in school systems and junior colleges, about 19 per cent of the budget in colleges and universities. Breakdowns are shown in Table 13 (next page).

NUMBER OF TARGET AUDIENCES. Making allowances for missing data, there is no clear difference in the number of target audiences reported by the different types and sizes of institutions (Table 14). The median number of target audiences varies between two and three in all categories except large private colleges and universities, where it is reported to be four or more. The latter might be called the "Northeastern University" or "Syracuse University" pattern, according to the evidence of our case studies. These large private institutions differentiate among many audiences, particularly in the industrial and professional sectors, and design vocational programs to meet many specialized needs.

FACTORS DETERMINING SIZE OF PROMOTION BUDGET FOR NEW COURSES. Table 15 shows that several different factors influence the size of the promotion allocation for a new course. Factors most often mentioned are estimated class size and estimated difficulty of getting enrollments. However, some institutions base the allocation on the income potential of the course -- size of fee to be charged, while others allocate a uniform percentage of budget to all new courses.

TABLE 13. ALLOCATION OF PROMOTION BUDGET BY INSTITUTION SIZE AND TYPE. (1. Direct Mail 2. Publicity 3. Media Advertising 4. Routine Office Operation). Median Percentages.

	1.	2.	3.	4.
Group #1: (N= 201) Sm. Pub. Sch. Dist.	40	10	15	10
Group #2: (N= 100) Lg. Pub. Sch. Dist.	20	5	20	10
Group #3: (N= 254) Sm. Junior College	20	10	25	15
Group #4: (N= 13) Lg. Junior College	--	--	--	--
Group #5: (N= 110) Sm. Pub. Univ./Col.	37	10	15	20
Group #6: (N= 63) Lg. Pub. Univ./Col.	35	10	6	20
Group #7: (N= 89) Sm. Pri. Univ./Col.	30	10	25	17
Group #8: (N= 14) Lg. Pri. Univ./Col.	50	10	25	--

PRODUCTION OF DIRECT MAIL PIECES. It is surprising to note in Table 16 that large institutions, with a greater array of courses to be promoted, produce only as many direct mail pieces as do small institutions. Large private colleges and universities in fact produce fewer pieces than other types of institutions. Only in volume of pieces mailed can the larger institutions be distinguished from the smaller, and the junior colleges are an exception to this trend. The relatively uniform number of pieces produced is undoubtedly related to the uniform staffing levels apparent in Table 12, since the production of brochures and other direct mail items is labor intensive.

USE OF PERSONAL LETTERS. Institutions of all sizes and types use personal letters extensively to promote courses (Table 17). Most often the personal letters are sent by program directors, but letters from instructors are also common. To a lesser extent, letters are also sent by employers, trade union officers, and community leaders.

USE OF MAILING LISTS. Although institutions of all sizes and types make greatest use of the mailing list compiled from their own previous enrollments, many other kinds of lists are secured from local governments, local organizations, and commercial direct mail firms (Table 18).

OTHER APPROACHES RESEMBLING DIRECT MAIL. Table 19 (next page) shows that most institutions use the "direct-mail-like" approaches of posting notices in public places and distributing leaflets. A less common strategy reported by institutions in all categories except large private colleges and universities is that of telephoning potential enrollees. Large instutitions are more likely than small institutions to publish newsletters, newspapers, or magazines. Specimens of these approaches are found among the exhibits in Appendix III.

USE OF NEWSPAPER FOR PUBLICITY. There is great cost efficiency in distributing releases to local newspapers, if most of the distributed releases are printed. All institutions take advantage of such free publicity to some extent. Large institutions distribute more releases than small institutions. In the case of large school systems and large junior colleges (especially the latter), this practice seems to pay off in multiple appearances per release. In the case of large colleges and universities, the increased number of releases distributed does not lead to a proportionate increase in the number printed. Instead, there seems to be a point of diminishing returns -- more than about half the distributed releases are printed. This ratio is probably affected by the pressure of competing news in metropolitan areas where large colleges and universities are located. Numbers of releases distributed and printed, together with number of newspaper "contacts" maintained, are presented in Table 20 (p. 34).

TABLE 19. USE OF DIRECT MAIL APPROACHES BY INSTITUTION SIZE AND TYPE. (1. Newsletter, Newspaper, or Magazine 2. Posting Notices in Public Place 3. Telephoning Potential Enrollees 4. Distributing Leaflets). Percentages.

	1.	2.	3.	4.
Group #1: (N= 201) Sm. Pub. Sch. Dist.	19	63	40	65
Group #2: (N= 100) Lg. Pub. Sch. Dist.	23	70	45	79
Group #3: (N= 254) Sm. Junior College	30	72	43	70
Group #4: (N= 13) Lg. Junior College	56	56	56	67
Group #5: (N= 110) Sm. Pub. Univ./Col.	20	65	34	70
Group #6: (N= 63) Lg. Pub. Univ./Col.	45	68	29	64
Group #7: (N= 89) Sm. Pri. Univ./Col.	24	56	23	63
Group #8: (N= 14) Lg. Pri. Univ./Col.	75	75	0	42

TABLE 20. USE OF NEWSPAPER FOR PUBLICITY BY INSTITUTION SIZE AND TYPE.
(1. Number of News Releases Distributed 2. Number of Articles Printed
3. Number of "Contacts" Maintained). Means.

	1.	2.	3.
Group #1: (N= 201) Sm. Pub. Sch. Dist.	16	16	4
Group #2: (N= 100) Lg. Pub. Sch. Dist.	43	52	9
Group #3: (N= 254) Sm. Junior College	59	50	9
Group #4: (N= 13) Lg. Junior College	98	313	11
Group #5: (N= 110) Sm. Pub. Univ./Col.	55	51	11
Group #6: (N= 63) Lg. Pub. Univ./Col.	129	69	11
Group #7: (N= 89) Sm. Pri. Univ./Col.	19	28	7
Group #8: (N= 14) Lg. Pri. Univ./Col.	111	54	9

TYPES OF NEWSPAPERS AND MAGAZINES IN WHICH ARTICLES ARE PRINTED. Although institutions in all categories seem to have adequate access to urban and suburban newspapers, only larger institutions use the more specialized trade newspapers and professional journals to a noteworthy extent (Table 21). Large school systems make the greatest use of reprints, either acquired as overruns from newspapers and magazines or photocopied by the institutions themselves. Reprints are typically used in direct mailings to potential enrollees. It is thought that proof of media coverage lends significance to a program.

USE OF NON-PRINT MEDIA. Use of television is greatest among large school systems and large public colleges and universities (Table 22). Radio is most extensively used by the junior colleges. Of all categories, the large private colleges and universities make least use of these media.

USE OF PAID ADVERTISING. The conviction that "paid advertising" is important is held by about one-third of the institutions in most categories but by 83 per cent of the large colleges and universities. Although no category of institution makes much use of classified advertising, most colleges and universities report extensive use of display advertising in the non-classified sections of urban and suburban newspapers. Large private colleges and universities lead other categories in their use of paid advertising in magazines, house organs, and radio. Large school systems are the heaviest users of television and billboard/bus card advertising. The different patterns of paid advertising are presented in Table 23 (next page).

PURPOSES OF PAID ADVERTISING. Table 24 shows that institutions report a balanced set of purposes underlying the use of paid advertising. With the exception of large junior colleges, of which there are insufficient cases for reliable tabulation, institutions in all categories use paid advertising about equally for general announcements, announcements of specific courses, and registration information.

USE OF PUBLIC SERVICE ADVERTISING ON TELEVISION AND RADIO. Public service advertising is rather extensively used by all large institutions except large private colleges and universities. Small institutions either are given fewer opportunities to use public service television advertising or make less use of the opportunities they are given. The utilization difference persists but is less marked in the case of public service radio advertising. Large school systems and large junior colleges take greatest advantage of this free access to both television and radio.

Despite the fact that large private colleges and universities generally underuse public service advertising, we must balance the record by noting that a large private university provided our most interesting example of "parlayed effort" in this area. University College of Syracuse University uses the

TABLE 23. USE OF PAID ADVERTISING IN VARIOUS MEDIA BY INSTITUTION SIZE AND TYPE. (1. Urban Newspapers, Classified 2. Urban Newspapers, Regular 3. Suburban Newspapers, Classified 4. Suburban Newspapers, Regular 5. Magazines 6. House Organs 7. Television 8. Radio 9. Billboards and Bus Cards 10. Paid Advertising is Important). Percentages.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Group #1: (N= 201) Sm. Pub. Sch. Dist.	13	30	9	20	2	5	9	20	4	32
Group #2: (N= 100) Lg. Pub. Sch. Dist.	20	44	14	27	4	15	18	24	13	38
Group #3: (N= 254) Sm. Junior College	18	26	16	41	2	11	17	41	7	46
Group #4: (N= 13) Lg. Junior College	0	22	0	22	11	22	11	11	0	33
Group #5: (N= 110) Sm. Pub. Univ./Col.	13	48	11	41	10	13	17	33	5	38
Group #6: (N= 63) Lg. Pub. Univ./Col.	25	58	10	37	16	25	13	22	9	32
Group #7: (N= 89) Sm. Pri. Univ./Col.	12	55	11	44	13	15	13	33	2	47
Group #8: (N= 14) Lg. Pri. Univ./Col.	25	75	8	50	50	42	8	42	8	83

same film footage for pairs of ads, one public service and one paid. The soundtrack of the ad that qualifies for public service insertion promotes lifelong learning but not University College specifically. The soundtrack of the paid ad features UC programs. Thus a viewer is likely to see both ads in the same evening, and the public service ad sensitizes him for the appearance of the paid ad. (See the Syracuse University case study in Volume II.)

Percentages of public service advertising use appear in Table 25 (next page).

PURPOSES OF PUBLIC SERVICE ADVERTISING. Table 26 shows the same balance of purposes in the use of public service advertising that characterized paid advertising (Table 24).

USE OF COMMUNITY CONTACTS. Although only about half the institutions report having a community advisory committee, in each category a large majority makes use of other community groups for needs assessment, program critique, and promotion (Table 27). Institutions report a variety of strategies for maintaining community contacts, including holding memberships in organizations, providing speakers for organization events, providing facilities for meetings, and consulting with organizations on course offerings.

NUMBER OF COMMUNITY GROUPS WITH WHICH CONTACT IS MAINTAINED. Table 28 shows that the mean number of groups with which contact is maintained ranges from 15 (small private colleges and universities) to 38 (large school systems, colleges and universities).

PROVISION FOR ASCERTAINING COMMUNITY CONTINUING EDUCATION NEEDS. Most institutions use several means of ascertaining community continuing education needs, including an advisory committee, community organizations, community leaders, students themselves, and enrollment trends. Each of these means is reported by half the institutions or more, averaging across categories (Table 29).

USE OF EVENTS TO RECRUIT STUDENTS. Excluding concerts, plays, and other "cultural events," from one-quarter to one-third of the institutions report using each of the following events to recruit students: off-campus exhibits and displays; on-campus exhibits and displays; and open houses. Small junior colleges make greatest use of all three events (Table 31, p. 39).

PROMOTION MEDIA RATED MOST EFFECTIVE. Table 32 (p. 40) shows both consensus and disagreement on the comparative effectiveness of direct mail promotion, publicity, advertising, and community contacts. In all categories except the large junior colleges, direct mail promotion is regarded as most effective -- decisively so in the case of colleges and universities. Publicity, advertising, and community contacts are

TABLE 25. USE OF PUBLIC SERVICE ADVERTISING BY INSTITUTION SIZE AND TYPE.
(1. Yes 2. Television 3. Radio). Percentages.

	1.	2.	3.
Group #1: (N= 201) Sm. Pub. Sch. Dist.	59	30	65
Group #2: (N= 100) Lg. Pub. Sch. Dist.	80	72	84
Group #3: (N= 254) Sm. Junior College	74	44	79
Group #4: (N= 13) Lg. Junior College	89	67	89
Group #5: (N= 110) Sm. Pub. Univ./Col.	56	35	59
Group #6: (N= 63) Lg. Pub. Univ./Col.	64	50	71
Group #7: (N= 89) Sm. Pri. Univ./Col.	57	33	54
Group #8: (N= 14) Lg. Pri. Univ./Col.	42	25	33

TABLE 31. USE OF EVENTS TO RECRUIT CONTINUING EDUCATION STUDENTS BY INSTITUTION SIZE AND TYPE. "Cultural" Events Excluded. (1. Off-Campus Exhibits and Displays 2. On-Campus Exhibits and Displays 3. Open House). Percentages.

	1.	2.	3.
Group #1: (N= 201) Sm. Pub. Sch. Dist.	28	29	37
Group #2: (N= 100) Lg. Pub. Sch. Dist.	33	27	48
Group #3: (N= 254) Sm. Junior College	46	48	49
Group #4: (N= 13) Lg. Junior College	33	33	33
Group #5: (N= 110) Sm. Pub. Univ./Col.	24	24	14
Group #6: (N= 63) Lg. Pub. Univ./Col.	36	36	20
Group #7: (N= 89) Sm. Pri. Univ./Col.	22	28	22
Group #8: (N= 14) Lg. Pri. Univ./Col.	17	25	17

TABLE 32. PROMOTION MEDIA RATED MOST EFFECTIVE BY INSTITUTION SIZE AND TYPE. (1. Direct Mail 2. Publicity 3. Advertising 4. Community Contacts). Percentages.

	1.	2.	3.	4.
Group #1: (N= 201) Sm. Pub. Sch. Dist.	37	20	9	18
Group #2: (N= 100) Lg. Pub. Sch. Dist.	24	20	22	21
Group #3: (N= 254) Sm. Junior College	35	18	15	22
Group #4: (N= 13) Lg. Junior College	22	33	11	11
Group #5: (N= 110) Sm. Pub. Univ./Col.	48	6	16	18
Group #6: (N= 63) Lg. Pub. Univ./Col.	66	7	7	13
Group #7: (N= 89) Sm. Pri. Univ./Col.	38	11	17	18
Group #8: (N= 14) Lg. Pri. Univ./Col.	58	0	25	8

closer runners-up in school systems and small junior colleges. Among the large junior colleges (with only a handful "voting"), publicity is rated most effective, followed by direct mail promotion.

"FORMAL" RESEARCH ON PROMOTION EFFECTIVENESS. Relatively few adult and continuing education programs have conducted "formal" research on the effectiveness of their promotion, although large institutions are much more likely than small institutions to have done so. The pattern of interviews versus telephone and mail surveys is balanced such that, on the average, about 18 per cent of the institutions in each category have done one or the other (Table 33, p. 42).

"INFORMAL" RESEARCH ON PROMOTION EFFECTIVENESS. The number of institutions reporting "informal" research on promotion effectiveness is roughly proportional to the effort and cost of the "informal" strategy. The most widely reported strategy, checking course enrollments, is also one of the easiest. Of intermediate popularity are strategies that require additional record-keeping but no additional field work -- for example, maintaining files of successful publicity placements. Only the large institutions report a substantial number of advertising experiments in which differential response to coded advertisements is used for evaluating ad strategy. The entire pattern of "informal" research is displayed in Table 34.

TABLE 33. RESEARCH ON PROMOTION EFFECTIVENESS BY INSTITUTION SIZE AND TYPE.
(1. Yes. METHOD: 2. Telephone or Mail Survey 3. Interview).
Percentages.

	1.	2.	3.
Group #1: (N= 201) Sm. Pub. Sch. Dist.	19	10	7
Group #2: (N= 100) Lg. Pub. Sch. Dist.	27	7	13
Group #3: (N= 254) Sm. Junior College	21	9	10
Group #4: (N= 13) Lg. Junior College	33	11	11
Group #5: (N= 110) Sm. Pub. Univ./Col.	18	6	6
Group #6: (N= 63) Lg. Pub. Univ./Col.	30	14	7
Group #7: (N= 89) Sm. Pri. Univ./Col.	24	11	4
Group #8: (N= 14) Lg. Pri. Univ./Col.	42	8	8

5. SPECIMEN MATERIALS AND EXEMPLARY PRACTICES

The purpose of this page is to draw the reader's attention to Appendices III and IV, which contain exhibits of materials produced by the 10 case study sites and 77 diverse promotion ideas contributed by other institutions.

In Appendix III, specimen materials are organized by format and function. For example, catalog covers, course descriptions, and brochures are displayed on separate pages. This arrangement allows the reader to observe how different promotion directors approach similar problems.

Recorded in Appendix IV are 77 more or less verbatim responses to the question, "Recently, in promoting some program, you may have tried some unusual or 'creative' promotional activities not described in the questions asked so far. If so, would you please describe these activities?"

Responses are grouped under the headings of: (1) television and radio, (2) other media, (3) newspapers, (4) brochures and flyers, (5) letters, (6) additional strategies, (7) person to person, (8) innovative programming format, (9) innovative programming content.

The reader should also consult the case history or anecdotal section at the end of each case study in Volume II. Ideas that first came to our attention in the case studies are not repeated in Appendix IV, even if a number of other institutions suggested them.

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APPENDICES

I. PROGRAM IDENTIFICATION QUESTIONNAIRE

II. PROMOTION DESCRIPTION QUESTIONNAIRE

III. EXHIBITS OF EXEMPLARY MATERIALS FROM THE TEN CASE STUDY SITES

IV. PROMISING PROMOTION PRACTICES

STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305

STITUTE FOR COMMUNICATION RESEARCH

C-14
CYPRESS HALL
Telephone:
415/321-2300
Extension 2507

Dear Superintendent:

The U.S. Office of Education has a growing concern for the success of "lifetime learning" programs. In the future there will be an increased number of USOE program/support activities in this area.

The Stanford Institute for Communication Research, under contact to USOE, is studying ways in which "lifetime learning" (adult or continuing education) programs are promoted in their communities. Results of this study will guide USOE in funding demonstration projects, experiments in more effective promotion and community relations, etc.

Our first task is to create an inventory of all adult or continuing education programs in the country. If your institution has such a program, would you please complete the items of information on these pages and return the questionnaire in the enclosed envelope. Your help is appreciated.

If your institution has NO adult or continuing education program, please check here ____ and return the questionnaire in the enclosed envelope.

If you would like to receive a complimentary copy of our summary report, please check here.

YES _____

In completing the questionnaire, please answer the questions with reference to your adult or continuing education programs only.

Completed by _____ (Position) _____

(1) At what academic level(s) does your institution offer instruction?

____ Basic Education (pre high school)
____ High School
____ Junior College
____ 4 Year College or University

(2) What degrees are offered in the adult or continuing education program?

____ High school diploma
____ AA
____ BA or BS
____ MA or MS
____ PhD or other doctorate
____ Other (please specify) _____

OMB approval 051 571040 expires 6-30-72.

In order to describe the character of your adult or continuing education program:

(3) Please check the formats in which you offer adult or continuing education activities.

_____ Classes meeting on a periodic basis
_____ Correspondence courses
_____ TV/Radio instruction
_____ Lecture series (apart from regular classes)
_____ Seminars (apart from regular classes)
_____ Tours, Field trips
_____ Concerts, Plays, Films
_____ Conferences and institutes
_____ Other (please specify) _____

(4) Please check the course areas in which you offer adult or continuing education.

_____ Adult Basic Education

General Education

_____ Foreign languages
_____ Mathematics or statistics
_____ English literature or composition
_____ History
_____ Sciences
_____ Psychology
_____ Social Sciences (excluding political science)
_____ Other (please specify) _____

Job-related subjects and skills

_____ Education (teacher training courses)
_____ Agriculture
_____ Law
_____ Medicine and health
_____ Business
_____ Industrial
_____ Engineering
_____ Other technical courses
_____ Service
_____ Other (please specify) _____

Hobbies and recreation

_____ Athletic recreation

_____ Dancing lessons

_____ Bridge lessons

_____ Music

_____ Art

_____ Other (please specify) _____

Home and Family Life

_____ Home improvement and home management skills

_____ Gardening

_____ Child care

_____ Other (please specify) _____

Personal Development

_____ Religion, morals, ethics and philosophy

_____ Speech or public speaking

_____ Speed reading

_____ Physical fitness

_____ Other (please specify) _____

Current events, public affairs and citizenship

_____ Political education (including political science)

_____ Current Events

_____ Other (please specify) _____

(5) What percent of the course offerings in adult or continuing education each year are new? _____

(6) Is there a student counseling service available? Yes _____ No _____

(7) What is the approximate size of the faculty for adult or continuing education?

_____ Total Faculty in Continuing Education

_____ Number of Regular Full-Time Faculty

_____ Number of Regular Part-Time Faculty

_____ Number of Overload or "Moonlighting" Faculty

_____ Number of Community Part-Time Faculty

What are your major sources of part-time and overload faculty?

_____

(8) What is the average number of course enrollments in adult or continuing education?

_____ Average Daily Attendance (ADA)

_____ Computed on basis other than ADA (specify) _____

What is the average enrollment in each of the following divisions?

_____ Degree credit programs

_____ Nondegree credit programs

_____ Noncredit

_____ Conference and institute

_____ Other (please specify) _____

(9) What percentage of your yearly operating budget for adult or continuing education comes from:

_____ Taxes or other public money

_____ Endowment(s), Grants

_____ Tuition fees

_____ Other (please specify) _____

(10) Does the adult or continuing education program by itself yield an income surplus, deficit, or just break even?

_____ surplus

_____ deficit

_____ break even

(11) What other institutions in your geographical area offer adult or continuing education programs that, in a sense, "compete" with yours? _____

_____

(12) How is the promotion of adult or continuing education programs handled?

_____ Part of a general office

_____ Separate office

_____ Other (please specify) _____

(13) What is the name and title of the promotion director, public information officer, or equivalent person for adult or continuing education?

(Name) _____

(Title) _____

Please enclose a copy of your catalog or other large, general program description when you return this questionnaire.

Thank you for your help. Please return this questionnaire in the enclosed envelope.

STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305

INSTITUTE FOR COMMUNICATION RESEARCH

C-14
CYPRESS HALL
Telephone:
415/321-2300
Extension 2507

Dear Sir:

The U.S. Office of Education has a growing concern for the success of "lifetime learning" programs. In the future there will be an increased number of USOE program/support activities in this area.

The Stanford Institute for Communication Research, under contract to USOE, is studying ways in which "lifetime learning" (adult or continuing education) programs are promoted in their communities. Results of this study will guide USOE in funding demonstration projects, experiments in more effective promotion and community relations, etc.

If your office is responsible for only part of the promotional activities described below please answer the questions that you can and route this questionnaire to other offices that can complete the remaining questions. Your help is appreciated.

If you would like to receive a complimentary copy of our summary report, please check here.

YES _____

Please write your name here if it does not appear on the address label above.

Completed by _____ Title _____

Please answer the following questions with reference to the promotion of adult or continuing education programs only.

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GENERAL DESCRIPTION OF PROMOTIONAL ACTIVITY

(1) How many employees (full time equivalents) are working in the promotion of adult or continuing education?

_____ Number of full time employees

List the types of positions filled. _____

_____

(2) What is the approximate annual budget for the promotion of adult or continuing education? $

_____

About what percentage of the budget is spent on each of the following:

_____ Direct mail

_____ Publicity (news releases, etc.)

_____ Media advertising

_____ Routine office operation

_____ Other (please specify) _____

(3) At your institution promotion of adult or continuing education is directed to at least one major "target" audience. Substantial efforts may also be directed to other target audiences which differ from the major audience. Below please describe each of these target audiences by stating its size and listing its distinguishing characteristics. Some of the characteristics on which special audiences might differ from the major audience are: racial composition, sex, age, educational level and occupation. The audiences may also differ from each other on the basis of other characteristics.

Major Audience (Size) _____ (Characteristics) _____

_____

Special Audience (1) (Size) _____ (Characteristics) _____

_____

Special Audience (2) (Size) _____ (Characteristics) _____

_____

Special Audience (3) (Size) _____ (Characteristics) _____

_____

(4) What factors determine the size of the promotion budget for a new course or program?

_____ Uniform percentage of budget

_____ Estimated class size

_____ Estimated difficulty of getting enrollments

_____ Size of fee charged

_____ Other (please specify) _____

(5) On the promotion of programs, what is the usual relationship between the promotion staff and the persons responsible for program design and development?

____ Promotion entirely by promotion staff, with occasional consultation with program developers

____ Close cooperation, about half and half on promotion development

____ Promotion developed by program developers, promotion staff supplies technical assistance only

THE FOLLOWING SECTIONS OF THE QUESTIONNAIRE CONCERN THE USE OF DIRECT MAIL, PUBLICITY, ADVERTISING, AND COMMUNITY CONTACTS TO PROMOTE ADULT OR CONTINUING EDUCATION.

DIRECT MAIL

(6) Is your adult or continuing education program promoted by direct mail?

Yes ____ No ____ (If no, please skip to question 13.)

(7) For the promotion of adult or continuing education, about how many different items of direct mail do you produce each year, and what is the total number of *pieces* you mail out per year?

_____ Different items _____ Pieces mailed

(8) Who writes most of the copy for direct mail pieces?

____ Promotion office staff

____ Program developers

____ Other (please specify) _____

(9) Where do most of the ideas for art work in direct mail pieces come from?

____ Promotion office staff

____ Program developers

____ Other (please specify) _____

(10) Are personal letters ever used? ____ Yes ____ No
From whom?

____ Instructors

____ Employers

____ Union or trade association officers

____ Community leaders

____ Program developers

____ Other (please specify) _____

(11) Where are addresses obtained for large mailings? (Please check as many as apply)

____ Municipal list (e.g. voting, utilities)

____ Telephone subscription list

____ Commercial mailing list

____ Labor union/professional organization/trade association list

____ Civic or social organization list

____ List based on previous enrollments and correspondence

____ List supplied by program developer

____ Other (please specify) _____

(12) Is a newsletter, newspaper or magazine published on a periodic basis? ____ Yes ____ No

What is its general content?

____ News of interest to staff only

____ Program promotion and description

____ Articles on current social and political issues

____ Articles of general interest

____ Other (please specify) _____

What is the general character of its mailing list?

____ Staff and students only

____ General mailing lists

____ Important community leaders

____ Other (please specify) _____

(13) Are any of the following "direct mail type" approaches used?

____ Posting notices on bulletin boards in public places

____ Telephoning potential enrollees

____ Distributing leaflets

____ Other (please specify) _____

PUBLICITY (Excluding Advertising)

(14) Is your adult or continuing education program promoted by publicity efforts?

Yes ____ No ____ (If no, please skip to Advertising Section.)

(15) About how many news releases for the promotion of adult or continuing education programs are written and distributed each year?

_____

(16) If there is an attempt to place features and news articles in newspapers and magazines:

_____ About how many articles are printed each year from information you supply?

_____ How many "contacts" are maintained with newspapers?

In what types of newspapers or magazines are the articles printed?

____ Urban daily

____ Suburban daily or weekly

____ Trade newspaper or house organ

____ Professional journal

____ Other (please specify) _____

Are reprints of these or other articles ever circulated for promotional purposes?

____ Yes ____ No

(17) If items are placed in the non-print media, where have such stories appeared recently?

____ Television

____ Radio

Are materials or speakers provided for public service programs on television or radio?

____ Yes ____ No

ADVERTISING

(18) Is your adult or continuing education program promoted by paid advertising?

Yes ____ No ____ (If no, please skip to question 20.)

(19) Is paid advertising an important part of promotion? ____ Yes ____ No

How much of the advertising is placed in each of the following media?

Urban newspapers, classified	Much ____	Some ____	None ____
Urban newspapers, regular	Much ____	Some ____	None ____
Suburban newspapers, classified	Much ____	Some ____	None ____
Suburban newspapers, regular	Much ____	Some ____	None ____
Magazines	Much ____	Some ____	None ____
House organs and trade magazines	Much ____	Some ____	None ____
Television	Much ____	Some ____	None ____
Radio	Much ____	Some ____	None ____
Billboards and bus cards	Much ____	Some ____	None ____
Other ____	Much ____	Some ____	None ____

What purposes are the ads used for?

____ General announcements

____ Announcements of specific courses

____ Registration information

____ Other (please specify) ____

(20) Is public service advertising used? ____ Yes ____ No

What media and how many outlets in each medium do you supply?

____ Television ____ Number of outlets

____ Radio ____ Number of outlets

What purposes are the public service ads used for?

____ General announcements

____ Announcements of specific courses

____ Registration information

____ Other (please specify) ____

COMMUNITY CONTACTS

(21) Are "official" relations maintained with the outside community through a community advisory or sponsoring committee?

____ Yes ____ No

(22) Are contacts maintained with professional, social, vocational, racial, service or any other groups in your community?

____ Yes ____ No

____ About how many groups are contacts maintained with?

How are these contacts maintained?

____ Holding membership

____ Providing speakers or other program material

____ Regular consultation on course offerings

____ Providing facilities for meetings

____ Personal contacts with group leaders

____ Other (please specify) ____

Please list a representative sample of the types of community groups contacts are maintained with: ____

____

____

____

(23) Do you feel that effective word-of-mouth promotion operates on behalf of any of your programs? ____ Yes ____ No

If yes, through what groups or channels? _____

On behalf of which programs? _____

(24) Do any promotional activities encourage word-of-mouth promotion? ____ Yes ____ No

If yes, which activities? _____

(25) How are current and emerging community needs for continuing education ascertained?

____ From advisory or sponsoring committee

____ From community organizations listed above

____ From community leaders

____ From students

____ From enrollment trends

____ Other (please specify) _____

(26) Can potential students call for information during non-business hours? ____ Yes ____ No

(27) Are dropouts and absentee students contacted and encouraged to return? ____ Yes ____ No

(28) Are any of the following events organized to recruit students for adult and continuing education programs? (Excluding "cultural" events such as art exhibits, music, and theatre.)

____ Off-campus exhibits and displays

____ On-campus exhibits and displays

____ Open house

____ Other special public programs (Please specify) _____

(29) Sometimes a new or experimental program is so unusual or successful that it attracts substantial public attention, indirectly promoting other adult or continuing education programs. If any of your recent programs have had this effect, would you please name and describe them:

(30) Recently, in promoting some program you may have tried some unusual or "creative" promotional activities not described in the questions asked so far. If so, would you please describe these activities:

_____

_____

_____

_____

_____

EFFECTIVENESS OF PROMOTIONAL ACTIVITY

(31) Of the several promotional efforts, which do you consider most effective in recruiting students? Please rank order the following by effectiveness, placing a 1 by the most effective, a 2 by the next most effective, and so on:

_____ Direct Mail

_____ Publicity

_____ Advertising

_____ Community Contacts

(32) Have the outcomes of promotional efforts been studied in any systematic way during the past five years? ____ Yes ____ No

How was the research done?

____ Telephone or mail survey

____ Interview

____ Other (please specify) _____

What target audiences were included in the sample?

____ Major audience

____ Special (1) ____ Special (2) ____ Special (3)

____ Other (please specify) _____

What variables were studied?

____ Audience characteristics

____ Audiences' awareness of adult education

____ Participants' satisfaction with adult education

____ Promotion effectiveness

____ Other (please specify) _____

Please briefly describe the major findings below and in the extra space provided on the back of this questionnaire.

(33) Are any of the following informal research methods used?

____ Records of successful publicity placements (e.g. clipping service used)

____ Records of advertising response kept, by noting responses to ads coded by special coupon or special telephone line

____ File of promotional pieces from other institutions, for program and promotional ideas

____ Checking course enrollments

____ Records of complaints (i.e. about misleading program descriptions)

____ Follow up on dropouts and absentee students

____ Plotting student residences on a map

____ Questioning of telephone answering clerks, teachers, counseling personnel and other persons in direct contact with students and the public

____ Other (piease specify) _____

(34) Finally we'd like your opinion: As far as you know who in the country is doing an outstanding job of promoting adult or continuing education programs *similar to yours*?
(If your institution has more than one campus you may include the other programs.)

Who _____ Where _____

Who _____ Where _____

Who _____ Where _____

Who _____ Where _____

Who _____ Where _____

Thank you for your help. Please return this questionnaire in the enclosed stamped envelope. We would appreciate it if you would also send, under separate cover, a representative sample of:

1. Your direct mail items (no more than 15 items).
2. Recent advertising copy.
3. Any other recent promotional activities.

APPENDIX III: EXHIBITS OF EXEMPLARY MATERIALS FROM THE TEN CASE STUDY SITES

EXHIBIT	PAGE
Catalogs	60
Catalog Display Pages	61
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Brochures -- Use of Photographs	65
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News Release	73
Reprint -- Use of Single Newspaper Article	74
Reprint -- Use of Multiple Newspaper Articles	75
Reprint -- Use of Multiple Comments	76
Public Service Announcement	77
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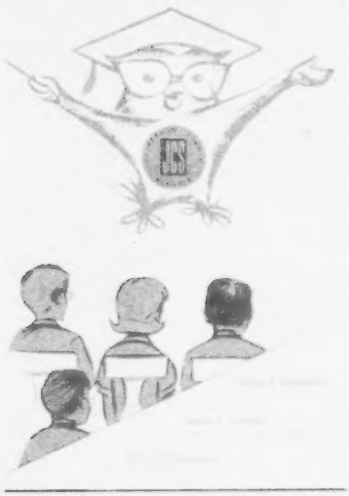
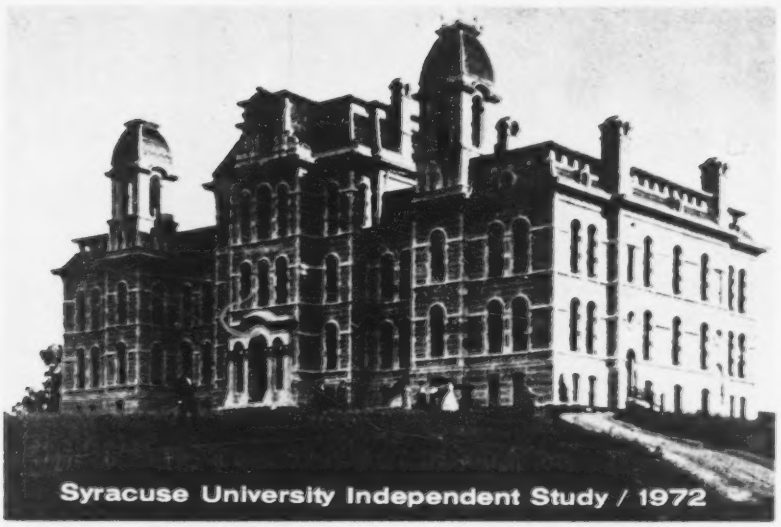
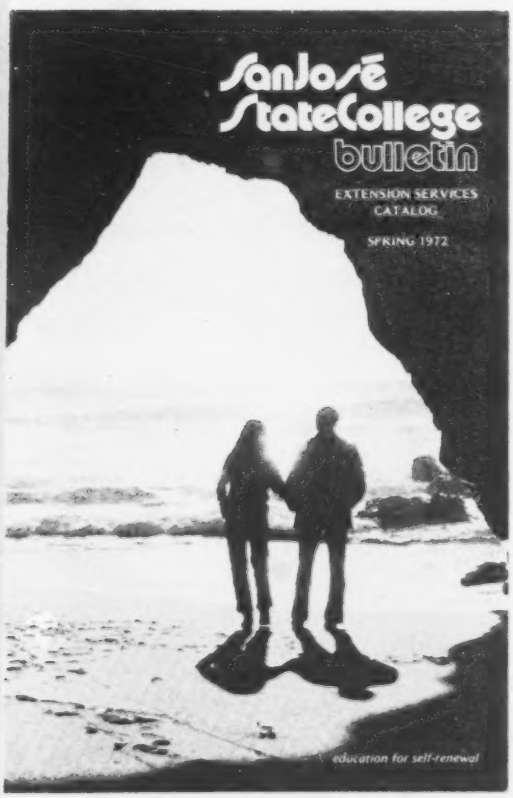
ADULT
EDUCATION
FALL SEMESTER 1971

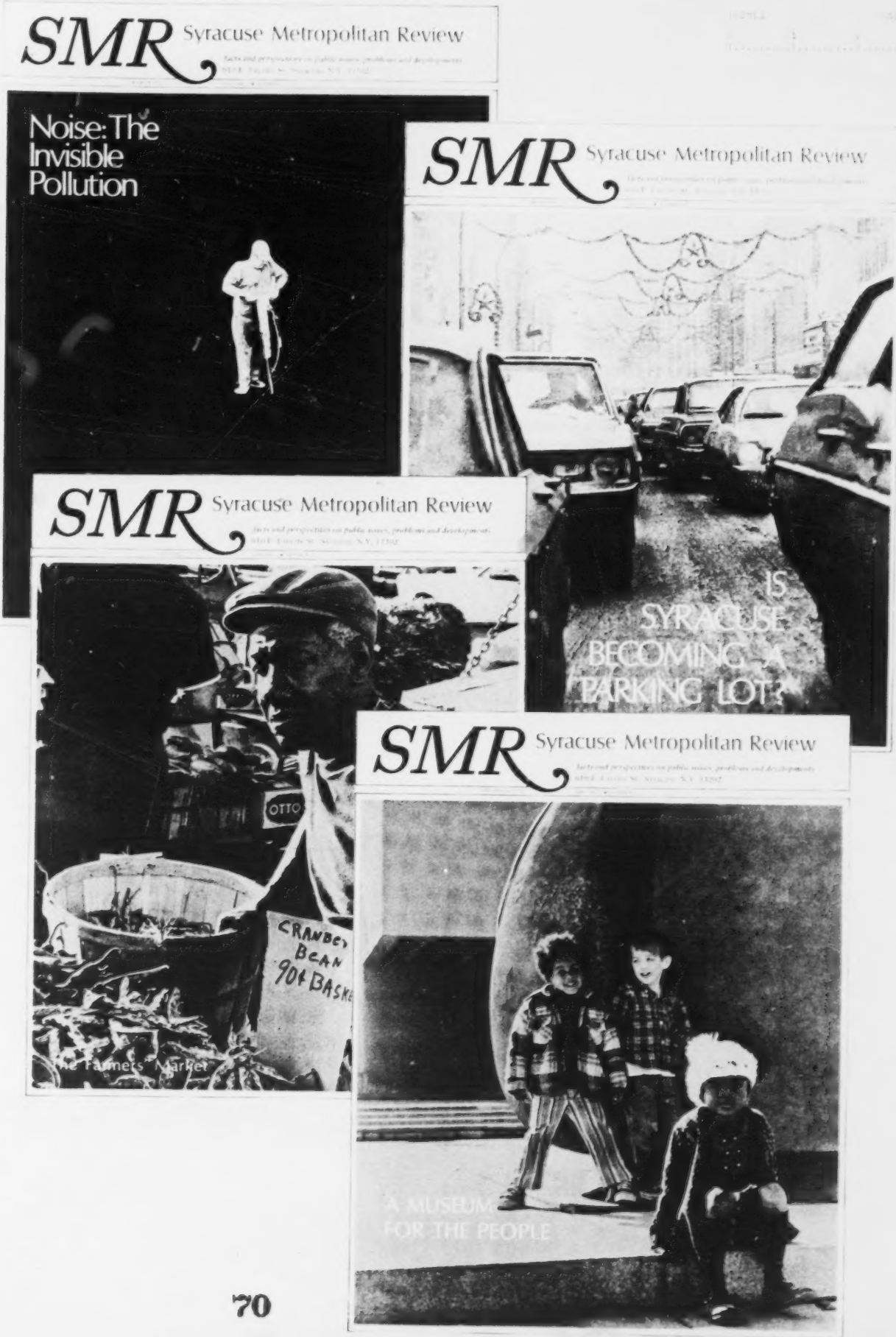



Syracuse University Independent Study / 1972


San José
State College
bulletin
EXTENSION SERVICES
CATALOG
SPRING 1972
education for self-renewal

CATALOG
1971·72

A Lecture Series
OPEN TO THE PUBLIC
HUMAN ADAPTATION IN THE SONORAN DESERT: PAST AND PRESENT
12 Tuesday Evenings, 7-10 p.m., January 4-March 21
PLUS EXAMINATION FOR CREDIT STUDENTS
Thursday Evening, March 23
A DAYTIME PROGRAM
Between Man and Woman
Between Man and Woman
Story Telling
AROUND THE WO
LECTURES AND DEMONSTRATIONS
Saturdays 9 a.m. to 12 noon and 1 to 4
JANUARY 8, 22 FEBRUARY 5, 26; MARC
TELLING A TALE TALL AND OTHERWISE
HODJAS AND MULLAHS AND SUCH
THE GENTLEMANLY PIG
ANANSI AND ANOTHER AND ANOTHER
DEEP SOUTH CHINA SEA
LOUISE AALIOTI
AROUND THE WORLD THROUGH STORY
CONTINUING EDUCATION
VOL. VI, NO. 10
NOVEMBER, 1971
IRVINE, CALIF.
Programs For Adults
WINTER, 1972
Orange County Area
Most Classes Start Week of
January 3, 1972
UNIVERSITY OF CALIFORNIA EXTENSION
Chemistry
GENERAL CHEMISTRY
GENERAL CHEMISTRY
ORGANIC CHEMISTRY
ORGANIC CHEMISTRY LABORATORY
PHYSICAL CHEMISTRY FOR TEACHERS O


SMR
Syracuse Metropolitan Review
Noise: The Invisible Pollution
SMR
Syracuse Metropolitan Review
IS SYRACUSE BECOMING A PARKING LOT?
SMR
Syracuse Metropolitan Review
OTTO
CRANBERRY BEAN
SMR
Syracuse Metropolitan Review
A MUSEUM FOR THE PEOPLE

ADULT EDUCATION highlights

Board of Education of Baltimore County
Adult Education Department
Towson, Maryland 21204

March, 1972

ELECTRICAL CODE CLASSES: One hundred sixty electricians, in cooperation with the M... apter of the National Electrical Contractors Association, go to classes at the Pa... Woodlawn Adult Centers, to meet standards of the new 1972 electrical code.

BASIC EDUCATION GRANT: With the recent receipt of an additional $8,500 grant funds, this program will be able to help an additional two hundred adults prep... the high school diploma tests.

NATIONAL ADVISORY COUNCIL: President Nixon's National Advisory Council o... Education has chosen Baltimore County's adult education program as one of ... to be studied through visitation in June.

NCR PROGRAMMING: Adults are studying COBOL programming in the Greenwood Computer ... under the direc... refined practical e...

SENIOR CITIZEN ... the ECC retired ... at their annual ... is located on Ch...

DRUG ABUSE: ... offered ... and the Sta...

JOB DEVELOPMENT: ... CCE EDUCATION: ... ATION LANGUAGES: ... German to equip t...

U. ESTATE: Many of ... OR MARKET: This ...

ELECTRONICS: In ... Local 24[illegible], let... in Towson on Mond... tronic technolog...

GRADUATION: Fifty Towso... Catonsville ... the total n...

TOWSON COUNTY'S MI... Twenty-seven the... A total of 898 ... witnessed commun... Principals direc... Counselors avail... A.V. ...

ADULT EDUCATION Highlights

Boar...

ENGLISH FOR FOREIGN BORN: People from twenty-seven countri... Basic classes meeting in libraries, churches, hospitals and ... ing to speak English are from Portugal, Spain, Italy, Greece ... slavakia, Iran, Israel, Pakistan, Korea, Thailand, Viet Nam ... Venezuela, Argentina, Peru, Jamaica, Puerto Rico, Cuba, Ha...

IN APPRECIATION: "The Police Department is grateful f... Adult Education has provided for three years. We con... gained by 152 policemen to be a significant contri... law enforcement service in the community."—C... Police Department

"I wanted to learn to read. I have learned to ... can read better. I can read books now. We h... —Adult Student, Age 31, Grade Level 3, Turke...

"I wish to thank you for giving me this oppor... prospect for manufacturing company personnel, ... and challenging to work with adults in the ar... ness."—J. Bruce Seward, Teacher

"At first, I couldn't do much more than read ... I was even help my little 4th grade girl with ... number in a telephone book. Basic education ... education. I'm thankful because now I can ...

NEWBURG NEWSLETTER

March 1972 — Newburg Homemaking Center, 5008 Indian Trail — 459-7508

HOMEMAKING CENTER OF ACTIVITY

Since November, almost 30 pieces of furniture ragged and rejected, have been rescued and re-upholstered by their proud owners. Sewing machines, stowed away in the closet because they don't work, were brought to the Center and repaired. As a result new spring clothes are sprouting everywhere. Drapes are planned and decorating ideas discussed. Menus and cleaning tips are exchanged. Soon Spring will be here and it's time to think about getting ready for Easter and Derby weekends.

Some special programs are planned for the Center Day program:

First Aid and Nursing	March 23
Plant a backyard Garden	March 30
Skinny Clinic and dieting	April 6
Cash or Contract Buying	April 20
Pre-school Nursery	May 8-30

If you are interested in any of these programs please call the Center 459-7508, between 9 am and 2 pm to pre-register.

EVENING CLASSES

Anyone who wants to earn their general Edu-

STRETCHING THE FOOD DOLLAR

Since beef is high this winter, pork is sometimes a better buy. To determine what meat is most economical for your family, learn to estimate the cost per serving. For example, if a package of pork chops costs $2.19, and serves a family of four, divide the cost of the package by 4 for a cost per serving of 54¢. If a package of pork steak is $1.80 and serves the same family of 4, ... then the cost per serving is less, or 45¢. The pork steak would be a better buy, regardless of the price per pound. If a can of salmon at $1.05 serves the same 4 people ... then the cost per serving would be just 25¢ or half the cost of the pork chops!

Ask around your friends and neighbors and find out how they fix some of the more economical foods that you've not tried. Or try some of the following.

ONE POT PORK BAKE A one-dish oven meal!

2 lb. lean pork steak, cut in 1/2 ...

NEWBURG NEWSLETTER

May 1972 — Newburg Homemaking Center, 5008 Indian Trail — 459-7508

EDUCATIONAL OPPORTUNITIES

Want to go to Jefferson Community College? But not quite sure how to get started, or what to take? Then make an appointment with Pat Ashbrook, Career Advisor. She'll be at Newburg for the next month to answer questions and help you to plan to do something new with your life. Day or evening appointments. Call 459-7508.

Like to make a swimsuit? Several sewers at Newburg are making their own and getting a fine

UPHOLSTERY HONOR ROLL

Each student at the Center who has completed a piece of reupholstered furniture qualifies to have his name on the Honor Roll.

Congratulations to each of you!

Don, Joyce and Michael Aprile
Joan Sotak
Chandly Burris
Lula Caldwell

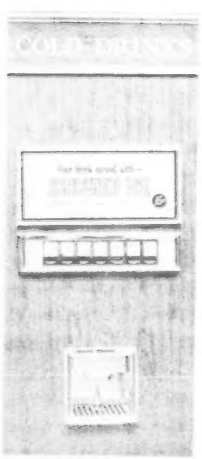
LINK

student, faculty, staff newslett... the continuing education colleg...

JANUARY 1972

THE RED HALL NOTES

A Tale of Gothic Horror at University Colleg...



Clerical emptor

LINK

student, faculty, staff newsletter of University College, the continuing education college of Syracuse University

MARCH 1972 — VOLUME 22 NUMBER ...

The Counseling Office: Friendly Faces to Help You

Registration: L. TEITZ

Assists in setting up all registrations for by-course programs and for courses, as well as any special registration. Has general responsibility for carrying out all tasks related to the registration process: schedules, booklets, room assignments, class books, grant aleds, faculty directories, etc. In coming with this summer's registration will have responsibility for assistance with the new mail registration.

Financial Aid: B. BRUSH

Responsible for keeping the necessary records for those students with loans, scholarships, etc. Also handles removal of incomplete grades.

Admissions: M. MASTERS

Collects, processes and maintains all admissions records for UC full-time, part-time students, special students and those enrolled in the Liberal Studies programs.

Graduation: G. MEYER

Processes and maintains records for graduation. Assists with graduation dinner and alumni functions. Serves as secretary to Dr. John Simmonds.

Veterans' Affairs: M. GRATZER

Main area of responsibility as keeper of records for students studying under the G. I. Bill.

Mail: B. HAMLET

Orders bulletins and publications, handles drops and withdrawals, changes and dispenses of incoming mail for the College, and serves as day-time receptionist.

Night Receptionist: L. WEINMAN

Serves as evening receptionist and is responsible for keeping records of office traffic and for mailing out publications.

you've been
ecking things out
r your future,
e us up...
u might be surprised
what you find.

here's a ripoff to get you started

accredited
ar transfer programs
r 30-2 year career
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grams
ible scheduling
k and attend classes
evening and Saturday
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ovative teaching methods
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cal Secret
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Estate Sc
l Manage
l Securit

Get into more information
Check off areas below and mail entire sheet to the campus

SAN JOSE STATE COLLEGE
EXTENSION SERVICES
"THE COLLEGE AFIELD"

408) 294-6414 San Jose, California 95114

PLEASE POST January 10, 1972

Would you rather eat a rose petal or learn its Latin name? Neither? How about dandelions--those are edible too.

Perhaps you're the type whose interest is more in seeing than eating. Well, there's a whole community of thriving organisms in a cubic foot of ordinary dirt. All you need for viewing is a microscope and a little guidance.

Enter Richard Thaw chewing a rose petal and holding a dissecting-scope.

As a professor of natural science, Dr. Thaw has earned San Jose State students as an instructor who is dedi[cated] [to] "applied natural science." His primary concern is use of the laboratory experience as it applies to day

This semester Dr. Thaw will be teaching a two-unit co[urse] BAY AREA NATURAL SCIENCE (our Sci. x102D) for Extens[ion] Emphasis of the class will be on the observational st[udy] of living things. Instruction will be individualiz[ed] with students the opportunity to choose the area in w[hich] they would like to experience special concentration.

Subjects offered will include complex subdivisions (of [the] sea), weather, plant life, mammals, fisheries, ecology [and] how pesticides affect. Dr. Thaw is very respon[sive] to individual and group desires of his students, this class [can] be shortened.

All persons with any interest in the outside world a[re] invited (classes on Tuesdays, Feb. 15 to Apr. 25, 1972 [from] 6:00, Science Building, Main campus (Rm 538).

Application for Enrollment found to amuse...glance:

To: Extension Services
San Jose State College
San Jose, CA 95114

Please enroll me in Ext. Sci. x102D Bay Area Natural Science for Richard Thaw.

Name _____

Address _____

Phone (daytime) _____

72

HEREFORD ADULT CENTER
FALL 1971

The Hereford Adult Education Center provides an opportunity for the residents of north Baltimore County to improve their vocational, educational and personal competencies. All are encouraged to attend.

REGISTRATION INFORMATION

DATE: Monday and Wednesday, September 20 and 22, 1971
7:30 to 9:30 p.m.

Office, Hereford High School, York Road, Hereford

IN: Week of September 27, 1971, from 7:30 to 9:30 p.m.

Week of December 6, 1971

$2 per semester for classes meeting one evening a week
$4 per semester for classes meeting two evenings a week

COURSE OFFERINGS

days only

inting
ming--2 sessions (Oct. 18 & 25)
nstruction
's, for Parents--3 sessions
r I, s, 15)
nstruction--8 sessions

Wednesdays only

Ceramic Sculpture
Fare Welding
Health & Physical Fitness--8 sessions
Horse Husbandry--3 sessions
(December 1, 8, 15, 22)
Knitting--8 sessions
Tailoring

UNIVERSITY OF CALIFORNIA EXTENSION, IRVINE

OFFICE

UCI Campus, Room 1325 Crawford Hall
Hours: Mon through Thurs
9:00 a.m. to 4:00 p.m. 5 p.m.
Phone: (Area 714) 833-5414

CHESS THEORY

TRON MICROSCOPY
in the
OGICAL SCIENCES

MODERN METHODS
in
CRIMIN/
INVESTIGA
for the
POLICE OFF

January 13–March 1

conducted b

NORTHEASTERN UN
BOSTON, MASSAC

OPEN TO THE PUBLIC

Australia... Its Land and Life

A lecture series profusely illustrated with slides and movies of unique flora and fauna

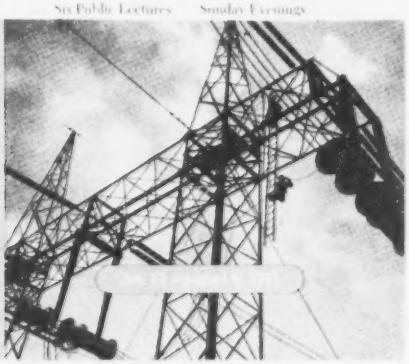
TUESDAY EVENINGS, 7-9:45 p.m.
BEGINNING JANUARY 5, 1971

Centennial Lecture Series
Tribute to the People of California
1868-University of California-1968

This Revolutionary Age
THE CHALLENGE TO MAN

Six Public Lectures Sunday Evenings

Ninth Annual
WORKSHOP
for the
ELECTRIC
POWER
INDUSTRY



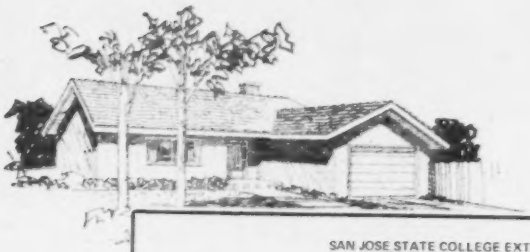
Dental
Assistant
Program

UNIVERSITY OF DELAWARE · SPRING 1972

A university-based
conducted by Nort
Center for Continu
cooperation with t
School of Dental M

Professional Development Courses

Architectural Rendering Workshop



The course will put stre
methods of perspective
quently used rendering
techniques.

The rendering techniques
Wash, and Full Watercol
of demonstration films
will be using the demons
affording him a good com
in the form of example
vided for all participan

Presented by the departm
Studies in cooperation w
Services, San Jose State

Class Meetings:

May 6, 1972, 8:00 a.
May 27, 1972, 8:00
or 1:00 p.m. - 5:00

Staff:

Frank Nahan, Design
Beverly Hills High

James Beck, Drafting
San Jose State Colle

SAN JOSE STATE COLLEGE EXTENSION
presents

Studies In Natu

The School of Natural Sciences and Mathematics
San Jose State College, San Jose, California 95114

NAT. SCI. x145. 1A NATURAL H
THE SIERR

A new "Sierra" course for Studies in N
continued study of the unique and strikin
animals, climate, geology, and their fascin
lectures will be supplemented with exhibi
Emphasis on basic ecology as it applies
heritage, and the value to Man of these
sequence course in the Studies in Nature
tension). It is additional to Nat. Sci. x14
The Sierra (2) which is not a prerequisite.

WHERE: Room S142, Science Buildi

WHEN: Wednesday evenings 7 – 9
February 16 – May 10, 197

UNITS: 2 semester units

EDUCATIONAL SECRETARIES CONFERENCE

"Spring Training for Educational Secretaries"

April 27-29, 1972
University Park, Pennsylvania

a continuing education program of
The Pennsylvania State University
in cooperation with
The Pennsylvania Association
of Educational Secretaries

Programs for The Food Service Industry

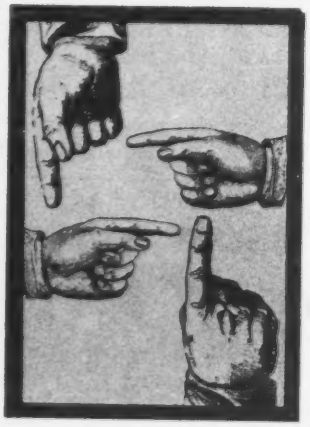
To Foster Excellence

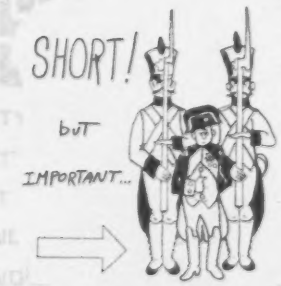
SOUTHEAST CAMPUS CENTER
OAKLAND COMMUNITY COLLEGE
2480 Opdyke Road
Bloomfield Hills, Michigan 48013

Non-Profit Organization
U.S. POSTAGE
PAID
PERMIT No. 3333
Detroit, Michigan

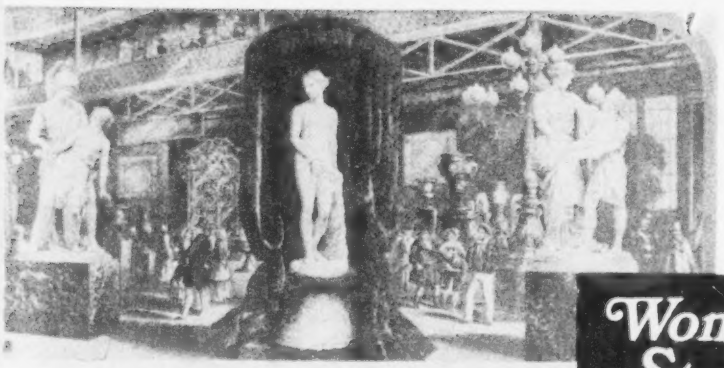
Workshop
ication

A SEMINAR FOR MIDDLE AND TOP MANAGEMENT IN COMMUNICATION AND MOTIVATION





SHORT COURSES



th-CENTURY AMERICAN SCULP

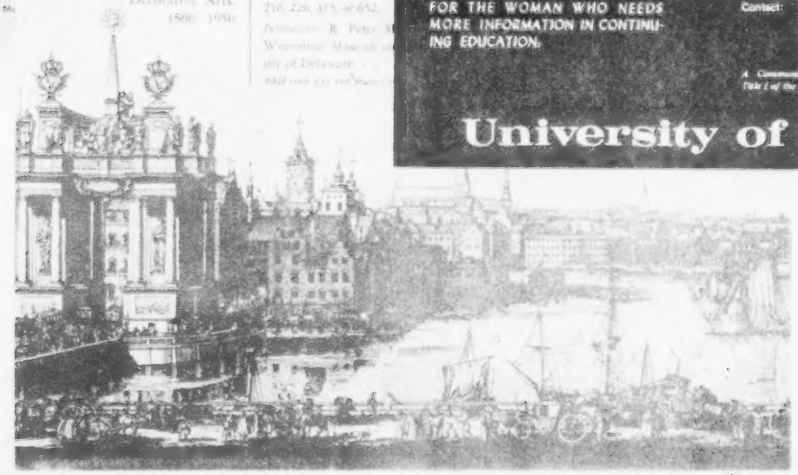
A SYMPOSIUM

Sponsored by The Delaware Chapter of the Victorian Society in Americ
and The Department of Art History, University of Delaware

History of Art
Archit

Afternoon and evening courses off

19th-C



Women's Studies

Because:

FOR THE WOMAN SEEKING A NEW ORIENTATION.

FOR THE WOMAN WHOSE FAMILY RESPONSIBILITIES REQUIRE DAY-TIME COLLEGE COURSES.

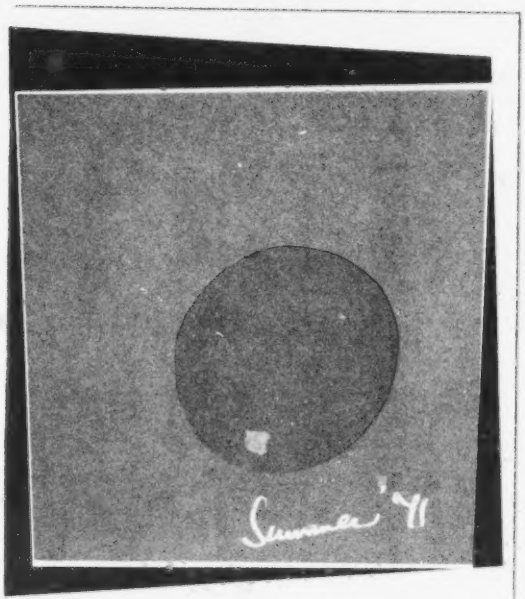
FOR THE WOMAN WHO WISHES TO EXAMINE HER ROLE IN SOCIETY.

FOR THE WOMAN WHO NEEDS MORE INFORMATION IN CONTINUING EDUCATION.

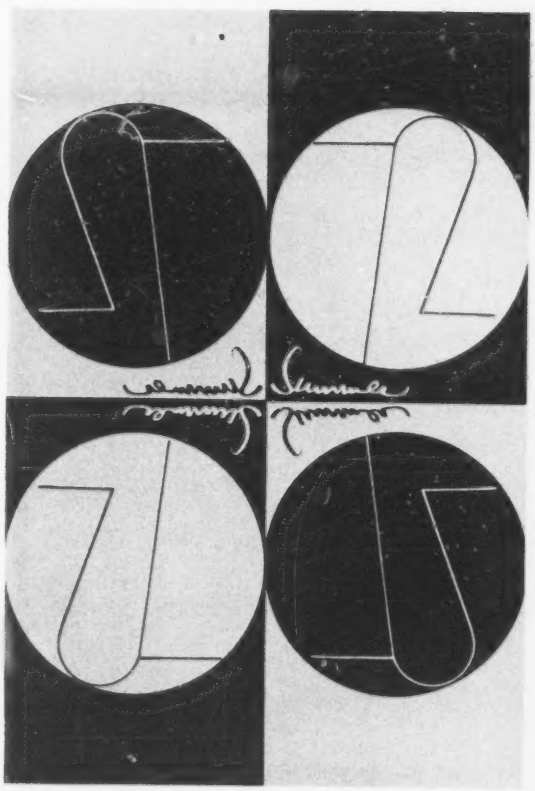
Contact: Mrs. Mae R. Carter
Educational Services for Women
Division of University Extension
Telephone: 738-2211

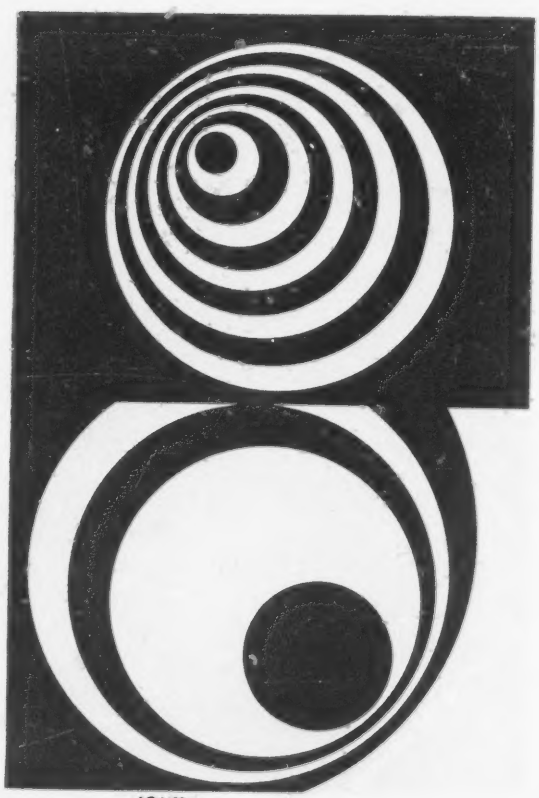
A Community Service and Continuing Education Project Funded Under Title I of the Higher Education Act of 1965.

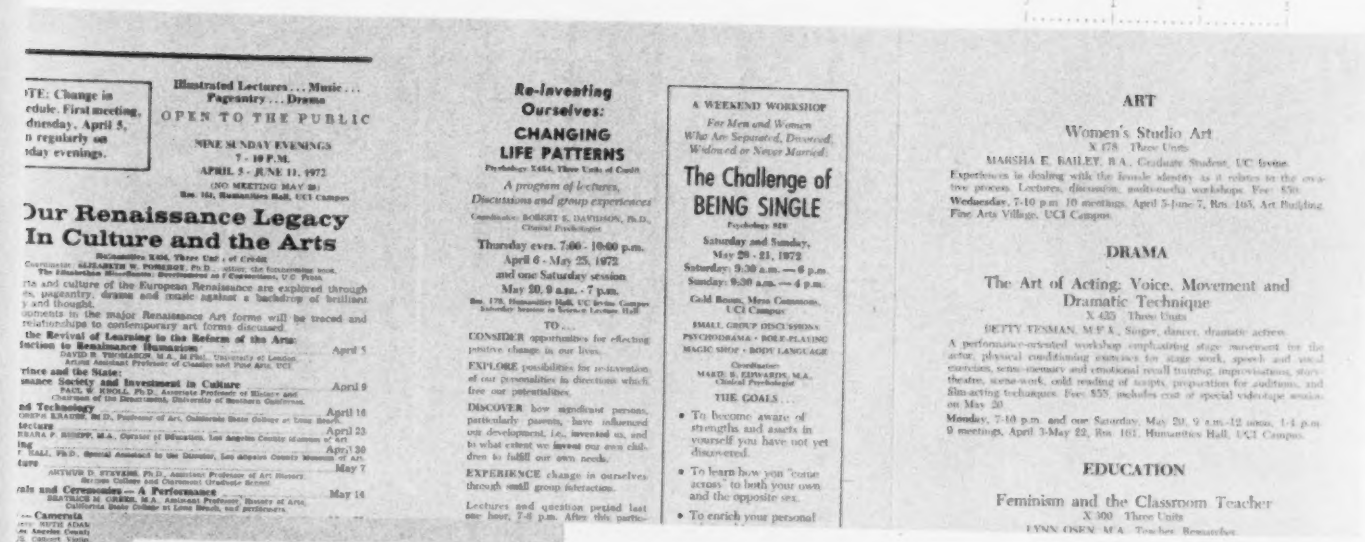
University of Delaware


Summer '71

fall '71


Summer





...TE: Change in
...edule. First meeting,
...uesday, April 5,
...n regularly on
...day evenings.

Illustrated Lectures . . . Music . . .
Pageantry . . . Drama
OPEN TO THE PUBLIC

NINE SUNDAY EVENINGS
7 - 10 P.M.
APRIL 9 - JUNE 11, 1972
(NO MEETING MAY 28)
Rm. 104, Humanities Hall, UCI Campus

Our Renaissance Legacy In Culture and the Arts

Coordinator: ELIZABETH W. POMEROY, Ph.D. ...ation: the Enhancing Soul, The Elizabethan Miscellanies: Development as I Conventions, U.C. Press.

...ts and culture of the European Renaissance are explored through ...ts, pageantry, drama and music against a backdrop of brilliant ...y and thought.

...oments in the major Renaissance Art forms will be traced and ...relationships to contemporary art forms discussed.

...the Revival of Learning to the Reform of the Arts:
...fiction to Renaissance Humanism ..... April 9
DAVID B. THOMPSON, M.A., M.Phil., University of London, Artists Assistant Professor of Classics and Fine Arts, UCI

...rince and the State:
...mance Society and Investment in Culture ..... April 9
PAUL W. KNOLL, Ph.D., Associate Professor of History and Chairman of the Department, University of Southern California.

...nd Technology ..... April 16
ORDEN KRAUSE, M.D., Professor of Art, California State College at Long Beach

...tecture ..... April 23
BIANA P. BISSEY, M.A., Curator of Education, Los Angeles County Museum of Art.

...ing ..... April 30
...HALL, Ph.D., Special Assistant to the Director, Los Angeles County Museum of Art.

...ture ..... May 7
ARTHUR D. STEVENS, Ph.D., Assistant Professor of Art History, Scripps College and Claremont Graduate School.

...als and Ceremonies — A Performance ..... May 14
BEATRICE M. GREEN, M.A., Assistant Professor, History of Arts, California State College at Long Beach, and performers.

... Camerata
...ers: RUTH ADAM, ...es Angeles County ...J. Gilbert Victor, ...r Players and her ...RFORD, Southern ...tuses as medieval ...ensembles in the ...Master Chorale, ...T WOOD, teacher ...d Concert ...mists. The entire ...vision, Viola, Bass ...EETING
...mance Drama
R. ...Chairs
...mance Women

Fee: $60.00, ...
THE ...
...

Daytime — Evenings — Weekends
OPEN TO THE PUBLIC

Re-Inventing Ourselves:
CHANGING LIFE PATTERNS

Psychology X454, Three Units of Credit

A program of lectures, discussions and group experiences

Coordinator: ROBERT S. DAVIDSON, Ph.D., Clinical Psychologist

Thursday eves. 7:00 - 10:00 p.m.
April 6 - May 25, 1972
and one Saturday session
May 20, 9 a.m. - 7 p.m.
Rm. 178, Humanities Hall, UC Irvine Campus
Saturday Session in Science Lecture Hall

TO . . .

CONSIDER opportunities for effecting positive change in our lives.

EXPLORE possibilities for re-invention of our personalities in directions which free our potentialities.

DISCOVER how significant persons, particularly parents, have influenced our development, i.e., invented us, and to what extent we invest our own children to fulfill our own needs.

EXPERIENCE change in ourselves through small group interaction.

Lectures and question period last one hour, 7-8 p.m. After this partic-

A WEEKEND WORKSHOP

For Men and Women Who Are Separated, Divorced, Widowed or Never Married

The Challenge of BEING SINGLE

Psychology 929

Saturday and Sunday,
May 20 - 21, 1972
Saturday: 9:30 a.m. — 6 p.m.
Sunday: 9:30 a.m. — 4 p.m.

Cold Beam, Mesa Commons, UCI Campus

SMALL GROUP DISCUSSIONS
PSYCHODRAMA - ROLE-PLAYING
MAGIC SHOE - BODY LANGUAGE

Coordinator:
MARY S. EDWARDS, M.A.
Clinical Psychologist

THE GOALS . . .

- To become aware of strengths and assets in yourself you have not yet discovered.
- To learn how you "come across" to both your own and the opposite sex.
- To enrich your personal

ART

Women's Studio Art
X 478 Three Units
MARSHA E. BAILEY, B.A., Graduate Student, UC Irvine.
Experiences in dealing with the female identity as it relates to the creative process. Lectures, discussion, multi-media workshops. Fee: $50.
Wednesday, 7-10 p.m. 10 meetings, April 5-June 7, Rm. 105, Art Building, Fine Arts Village, UCI Campus.

DRAMA

The Art of Acting: Voice, Movement and Dramatic Technique
X 425 Three Units
BETTY TESMAN, M.F.A., Singer, dancer, dramatic actress.
A performance-oriented workshop emphasizing stage movement for the actor, physical conditioning exercises for stage work, speech and vocal exercises, sense memory and emotional recall training, improvisations, story-theatre, scene-work, cold reading of scripts, preparation for auditions, and film-acting techniques. Fee: $55, includes cost of special videotape session on May 20.
Monday, 7-10 p.m. and one Saturday, May 20, 9 a.m.-12 noon, 1-4 p.m. 9 meetings, April 3-May 22, Rm. 101, Humanities Hall, UCI Campus.

EDUCATION

Feminism and the Classroom Teacher
X 300 Three Units
LYNN OSEN, M.A., Teacher, Researcher.

Programs of General Public Interest

Update: Curricula and Careers For Tomorrow

Food and Culture of Baja California

Activating the Potential in Women

Understanding the Female Personality

Through the Literary Looking Glass: Women in Society as Reflected by Women in Literature

The California Woman and the Law

Toward More Satisfying Sexual Group Counseling for Women

Dynamics of Social Functioning

Understanding the Female Personality

Through the Literary Looking Glass: Women in Society as Reflected by Women in Literature

Curricula and Careers for Tomorrow

Detach and mail this card today

Do you know t
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2nd floor Re
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you can use
as a bookm
Mon – Fri
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FRIDAY

25

APR 1969

to attend
Remember the Delaware
State Conference on
Human Services at the
University of Delaware
Newark, Delaware

Watch mail for program
and registration form.

425.69
FRI. APRIL 25 1969 250

Will you help us . . .

and perhaps a friend of yours?

As you can readily see, the program announced in this folder is planned for certain individuals.

This type of audience is not easy to find, yet we hope you'll agree the program is worthwhile.

Your help in passing these on to interested friends would be appreciated.

University of California Extension, Irvine

Dear Friend:

This card offers you an opportunity to do your friends — and University Extension — a favor . . . one that will take only a few minutes time. Next month we will mail announcements of our programs. The attached card gives you the chance to recommend one or more friends who may be interested.

Our best source for new participants in our program are friends of those who are already acquainted with us. That is why you are in the best position of all to do this favor.

Our FALL 1971 CATALOG offers new opportunities in courses, lectures, films, and other activities some of which are sure to interest you and your friends. So now, while you have the card in front of you, recommend a few friends and mail the card today — it requires no postage.

Your cooperation will help us reach a wider audience.

SINCERELY, Richard N. Barsden

RICHARD N. BARSDEN, Dean, University Extension, U.C. Irvine

I am pleased to recommend the following friends who may be interested in some of the public lectures, films, seminars, classes, or other University Extension activities as announced in your . . .

FALL 1971 UNIVERSITY EXTENSION BULLETIN

NAME

ADDRESS

FILL IN — DROP IN MAIL BOX — NO POSTAGE NECESSARY

INCHES
PAGE 71
0 1 2 3
break it up
f you've been running
n endless circles,
we'd like to help you
break it up.
nsider the variety of college credit, non-credit, technical and special
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SOUTHEAST CAMPUS CENTER
of Oakland Community College has
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Over 70 different classes to select from at 2 locations:
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Putting yourself in our place has its advantages.
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pre-school chil-
tend weekday
e by appointment.
548-5595
ge & Oak Park Blvd., Oak Park
11, 12, 13, 14, 15
Campus Classes – Jan. 10
0 A.M., 1–4 P.M., 6–8 P.M.
–4:30 P.M.
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US CENTER
DULE OF CLASSES.
Returning Student
Phone
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k Park, Michigan 48237
people
keep
taking
advantage
of us...
...we
encourage it
People seem to be getting it together at our place . . . they keep coming back for more.
We've increased the number and variety of classes being offered at our main campus center and four extension centers and they're being offered during the day, evening and on Saturdays.
We've added day play centers for pre-schoolers (2½ years and older) of mothers who wish to attend classes.
We have a number of other things going for us too.
If you haven't checked us out for the Spring Term yet, you should.
SOUTHEAST CAMPUS CENTER (DAY PLAY CENTER) ●
Cor. Coolidge and Oak Park Blvd., Oak Park, Phone: 548-5595 & 548-1252
CLAWSON HIGH SCHOOL
101 John M, Clawson, Phone: Days 588-7130, Evenings 588-2944
CLAWSON TRINITY LUTHERAN (DAY PLAY CENTER) ●
749 W. 14 Mile Rd., Phone: 588-3914
HAZEL PARK HIGH SCHOOL
23400 Hughes, Hazel Park, Phone: 542-9889
ROYAL OAK SHRINE
3500 W. Thirteen Mile Rd., Royal Oak, Phone: 549-2975
REGULAR REGISTRATION: April 26, 27, 28, 29
LATE REGISTRATION: May 1, 2, 3
CLASSES BEGIN: May 1
SATURDAY CLASSES BEGIN: May 6
Our Spring term is a mini session, it runs from May 1 to June 21.
Classes scheduled for 15 weeks will run from the week of May 1st through the week of August 14.
● If you haven't received a copy of our class schedule, call us.
548-1252 548-5595
OTHER CAMPUS LOCATIONS:
AUBURN HILLS CAMPUS–2900 FEATHERSTONE RD., AUBURN HEIGHTS, MICH. 48057
HIGHLAND LAKES CAMPUS–7350 COOLEY LAKE RD., UNION LAKE, MICH. 48085
ORCHARD RIDGE CAMPUS–27055 ORCHARD LAKE RD., FARMINGTON, MICH. 48024
SOUTHEAST CAMPUS CENTER
OCC
we'd like
to cut into
your
night life
If you'd like to meet people, exchange ideas, expand your knowledge in a variety of fields or in a special interest area we'd like to interest you in our kind of night life.
We have over 70 different college credit, non-credit, technical and special interest classes scheduled for the evening hours during the Winter term. Business, Art, English, Afro-American Literature, Psychology, Data Processing, Geology, Typing and Shorthand are just a few. Most classes meet one night a week. Saturday classes are also available. If you have never attended college classes before we'll show you how easy it is to get started now. A high school diploma is not required for those over 19 years of age.
CAMPUSES & OFF CAMPUS (EXTENSION) CENTERS
AUBURN HILLS CAMPUS, 852-1000
2900 Featherstone Road
Auburn Heights, Mich. 48057
CLARKSTON H.S.
LAKE ORION JR. H.S.
PONTIAC NORTHERN H.S.
ROCHESTER H.S.
TROY H.S.
ORCHARD RIDGE CAMPUS, 476-9400
27055 Orchard Lake Road
Farmington, Mich. 48024
SOUTHFIELD H.S.
LATHRUP H.S.
WEST BLOOMFIELD H.S.
BIRMINGHAM SEAHOLM H.S.
NOVI H.S.
BROTHER RICE H.S.
HIGHLAND LAKES CAMPUS, 363-7191
7350 Cooley Lake Road
Union Lake, Michigan 48085
HOLLY H.S.
MILFORD H.S.
PONTIAC HUMAN RESOURCE CENTER
WALLED LAKE H.S.
WATERFORD JR. H.S.
SOUTHEAST CAMPUS CENTER, 548-5595
Cor. Coolidge & Oak Pk. Blvd.
Oak Park, Mich. 48237
ROYAL OAK SHRINE H.S.
HAZEL PARK H.S.
OAK PARK CARVER ELEM.
CLAWSON H.S.
CLAWSON TRINITY LUTHERAN
OFF CAMPUS REGISTRATION (EXTENSION)
January 8, 10, 11, 12, 13, 14, 15, 17, 18, 1972 (Except S.E.C.C.)
January 10, 11, 12, 13, 15, 17, 18 (Southeast Campus Center)
Registration Times (at extension centers)
Mon.–Fri. 6–9 P.M. (All campuses except S.E.C.C.)
Mon.–Thur. S. E. C. C. 6–9 P.M.
S. E. C. C.–Clawson Trinity Lutheran 1–5 P.M.
Off Campus (Extension) Classes begin January 12, 1972
OAKLAND COMMUNITY COLLEGE
79

News from University College

THE CONTINUING EDUCATION COLLEGE OF SYRACUSE UNIVERSITY

Martin Fass, Director
Public Information
610 East Fayette Street
Syracuse, New York 13202

(315) 476-5541
Ext. 3273

For Immediate Release;
Mailed September 17, 1971

A listening-discussion seminar for music lovers of all persuasions, "From Bach to Rock," is offered by University College, starting October 5.

The course is intended for the Handel lover who feels antiquated because he cannot dig the hallelujah choruses of "Hair." It will also be a course for rock enthusiasts who cannot fathom cadences of the classics. In short, the course will preach tolerance through understanding with a minimum of technical jargon and a maximum of listening and class participation.

"From Bach to Rock" will be taught by Earl George, professor of theory and composition at Syracuse University.

It will be held on Tuesdays, 10:00 to 12:00 noon, through November 23. For information, call 476-5541, ext. 3254.

# # # # #

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News from University College

THE CONTINUING EDUCATION COLLEGE OF SYRACUSE UNIVERSITY

Martin Fass, Director
Public Information
610 East Fayette Street
Syracuse, New York 13202

(315) 476-5541
Ext. 3273

For Immediate Release;
Mailed January 18, 1972

Remember the days when a little boy rushed into a candy store, pressed his nose against the glass case and said, "Gimme one of those, two of them and how many of those do you get for a penny?"

The candy store owner ran his own business. He put in long hours. He knew roughly how much he spent on his inventory and how much he took in each week. It was a family business with few problems other than the long hours. The candy store owner and others like him made a living in the store, but, times have changed. Even the operation of a small business has become complicated. And small businesses now are minature replicas of giant corporations.

A course has now been designed to meet the specialized needs of small businessmen. Offered by University College, the continuing education college of Syracuse University, the course will emphasize the problems of management that are unique to the establishment and operation of efficient small firms -- those that are independently owned and operated, but not dominant in their field. This course also provides assistance to some students in the choice of a career.

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Reprinted by Permission Los Angeles *Times*, November 10, 1971

He Meddles in People's Businesses

BY SUE REILLY
Times Staff Writer

IRVINE—Howard Wilson is a professional meddler in a business-like sort of way.

He goes into a company and tells the boss how to boss and the workers how to work. He explains how everyone can get along with one another in the most pleasant and prosperous climate.

He's a consultant whose string of clients sounds like a printout from Dun and Bradstreet. In fact, Dun and Bradstreet is one of his counseled companies.

Some of the other companies include Admiral, Ballantine, Batten, Barton, Durstine and Osborn, CBS Television, Campbell Soup, Canadian Broadcasting Corp., Carnation, Chase Manhattan Bank, Disneyland, Dow Chemical, Eastman Kodak, Harley Davidson, Jewel Tea, Mead Johnson, Morton Salt, RCA, Rolls-Royce of Canada, Zenith Radio, 20 hospitals beginning with "St.," six agencies beginning with "United States," and countless (he can't even remember how many) universities.

Out on His Own

Years ago, after a brief period of university teaching and counseling, Wilson struck upon a way to make a sizable amount of money legally, without having to cope with a boss or a company.

He became a lecturer.

In his lectures he says things like, "The greatest asset of any company is not its physical plant nor its processes or techniques; it is the people." and, "Bosses should use tact and courtesy in dealing with employes."

Not revolutionary concepts.

But somehow Wilson, fully understanding the importance of being earnest, makes it work for himself and others.

During the past 25 years he has counseled more than 500,000 men and women on how to become better supervisors and/or employes, and he has written several armloads of books, papers and articles.

Since he now lives in the Turtle Rock section of Irvine—in a spacious, four-bedroom house which seems more than ample for a bachelor with no live-in help

Please Turn to Page 7, Col. 3

AUTHOR OF ADVICE — Business consultant Howard Wilson, with some of his pamphlets on how to be a better boss or employe.
Times photo by Maxine Reams

Here's What the Press Says About

WOMEN'S OPPORTUNITIES CENTER

Opportunity Opens Door

By JACQUELINE COMBS
Of the Daily Pilot Staff

Motherhood is a temporary job, not a full-time one.

After happily married wives and mothers make the discovery, they begin to wonder if there isn't something more they could do with their lives in the community.

Offering Orange County women an opportunity to explore their potential and lead self-fulfilled lives is the Women's Opportunities Center which UCI Extension started last fall.

"Our aim is to assist women to become self motivating, to provide them with options, to encourage them to take initiative and to follow a planned course of action," explained Mrs. Muriel Shiskoff, volunteer director of the center as she addressed the El Toro Officers Wives Club.

The center is not a job placement service, she maintained. "We are vocationally and educationally oriented for self and professional improvement. But there is a smattering of job opportunities which do exist."

Located in UCI's Crawford Hall, it is the first in Orange County to advise adult women about jobs, volunteer work and going back to school.

Like all other extension services, the center is not state supported but is funded by extension course fees. Offered as a free service to women in the community, the center is staffed exclusively by 26 volunteers who serve as secretaries, counselors, researchers and typists.

We encourage women to discover opportunities and to follow a program of self-development and education," said Mrs. Shiskoff. After a woman makes the initial contact, she is given an appointment with an advisor. Several possibilities are outlined by the advisor in the first interview which helps the women coordinate their own thinking by weighing alternate plans.

In some cases, further improvement of existing skills is needed while in others, new career planning or revamped educational goals. The interests, aptitudes and personalities of applicants are considered while discussing second career possibilities, she added.

The average applicant is from ages 36 to 45, married with children in the middle grades, high school or college. Most have completed high school and some college.

The center expends a great deal of its energy explaining the California educational system — state universities, state colleges and community colleges. It offers scholarship information, how to gain college credit for work experience, wide reading and college challenge examinations. There are 1,800 women over 30 at California State College at Fullerton."

Mrs. Shiskoff cited the paramedical field as a great potential for re-entering the job market — dental hygienists, pediatric assistants, ceramists, who make dental dentures or physicians' assistants. "The registered nurse is being upgraded to become a sub-doctor."

Men rarely have their careers interrupted by marriage and family," she concluded. That's why we're here to serve the women of Orange County. All doors are open to women. They just have to know how to knock on them."

Concrete Counseling for Women

BY SUE REILLY
Times Staff Writer

IRVINE—UC Irvine Woman's Opportunities Center is designed to succeed where even booze, bridge and "The Sensuous Woman" have failed.

It is helping to bring purpose to the lives of some Orange County women.

"We don't do testing, nor job placement, nor psychological counseling here," says Sylvia Lenhoff, one of the founders. "What we do is talk to people, find out where their interests lie, and then try to channel them in a direction which will ultimately bring more satisfaction to their lives."

Success Story

Perhaps the greatest success in the year-long history of the facility has been with Rita M.

Rita is a 35-year-old registered nurse who received poor grades in her two years at junior college, but did very well in nursing training.

She came to the center, which is extension-affiliated but not subsidized, because of her interest in social ecology. Because of her brilliant record in volunteer services, as well as her outstanding nursing career, the center counselors pushed in have her admitted to the social ecology school even though admissions were closed and Rita didn't have the undergraduate grades.

Back to School

Chances are excellent that Rita will be enrolled in social ecology school in the fall.

Other cases are different, usually because the sought-after goals are unrealistic or because the impetus is faulty.

"We had one woman come in here," recalls Mrs. Lenhoff, "who wanted to enroll in nine classes, all at once. Nine. She was absolutely desperate. That woman had absolutely had it with her husband and friends saying how stupid she was. She wanted to get smart in a hurry.

"We talked to her and got her to take just two classes at a time. We called her the other day and she was ecstatic. She'd gotten good grades in both classes—an "A" in one. She's really happy."

In one year the center has given counsel to more than 200 women and is hopeful about its future. Necessity was the mother of its invention.

"Almost since the beginning of UCI and UCI extension, there has been a program aimed at liberating women's minds. But we found that at the end of each of the classes the women would say, 'Is this all there is?' They didn't know where to go from there," Mrs. Lenhoff said.

"One quarter's worth of horizon-widening just wasn't sufficient impetus to spring these women from their often depressing domesticity. They needed more information and more individual propelling."

Mrs. Lenhoff, Lou Anderson, a UCI educator and then Muriel Shiskoff, a volunteer, began mentally piecing together the Women's Opportunities Center.

A program for training of volunteer counselors was devised by Mrs. Shiskoff, herself volunteering, with the help of a psychologist who also volunteers her time.

Currently there are 15 part-time counselors, many of them professors' wives, advising a wide variety of women on diversified problems.

Some Complex

Some of the restless housewives are advised to go into what the center calls "executive volunteer work," that is, volunteer work that utilizes the knowledge and skills of

2 Part IV-Wed. April 14, 1971 Los Angeles Times

Center Offers Wide Area of Counseling

Continued from First Page

distraught that two counselors came to talk to her.

She had no job experience—no training in anything. How could she support herself? All she had in the world now was her butterfly collection.

Today the widow Mrs. G. isn't nearly as old as she was last year. And she's a businesswoman. She's selling butterflies to decorators and decorator shops. Doing nicely, thank you. And she has a few more money-making ideas up her sleeve, too.

All it took was some help getting Mrs. G. enrolled in university extension's course in small business management and some friendly encouragement.

Not all the center's clients are satisfied, because the center is not a fairy godmother. Nor is it a psychiatric service.

Relates Sylvia Lenhoff: "Once a woman came to us so violently distraught that she couldn't fill out our initial questionnaire. Her hands shook. Her eyes were filled with tears. She couldn't answer our questions.

No Support

"Finally we calmed her a bit and found that her husband was planning to leave her and that she was terrified of being alone with no way to support herself. She was hysterical—bordering suicidal.

"We made an attempt to direct her to a proper psychologically oriented counseling service. But we made a very poor choice of facilities.

"On a second attempt we got her into another facility which was able to give her psychological aid."

From this harrowing experience the Opportunities Center staff earned much and made some adjustplacement department — we have learned to check back with people we have referred to see what kind of reception and help they received.

"If it's bad we find out why, and we don't send anyone back until the situation is corrected," Mrs. Lenhoff said.

So successful has the program been, in a low key sort of way, that some of the people coming in to be counseled end up counseling themselves.

"We have so many bright, interested women coming in here eager to offer their help to the community that we put some of them to work in the center," Mrs. Shiskoff said.

Counselors are given extensive preparation, including some sensitivity training and a great deal of homework, before being allowed to do counseling themselves under the guidance of a master counselor.

"And while they don't receive money for their work here," Mrs. Shiskoff said, "they do receive some exceptional bonuses.

Free Courses

"After 45 hours of counseling they are allowed to take any work-related UCI extension course, compliments of the center."

Mrs. Shiskoff herself came to the university in search of a paying job. That was two years ago and she's still to see her first dime.

"But I don't know what kind of job anyone could offer me now that would make up in pay what I receive here," she says with a wave of her hand.

The wave pretty much takes in the Opportunities Center. It is a blocked-off portion of a hallway and some borrowed office space.

But there are plans for growth. Many of the plans ride on the benevolence of various governmental funding agencies.

"We really want to diversify," Mrs. Lenhoff says. "Right now we generally serve the middle class, well-educated woman. They are aware of the service and not afraid of using it.

"But we'd like to reach into disadvantaged areas. Unfortunately, you can't help the poor unless you have lots of money. Money for transportation, more in-depth counseling, family counseling, child care, maybe even a loan service.

"But we are investigating ways to be more useful in this area."

She smiles. "With our past successes we must be optimistic about the future. There is so much to do in this area, in all areas of enriching lives. We want to do as much as possible."

AAUW WILL HEAR TALK ON CAREERS

SANTA ANA — Mrs. Leon Oser of Santa Ana will speak on "Women's Opportunities and Liberation" at 7:30 p.m. Thursday during the membership meeting of the Santa Ana branch, American Assn. of University Women.

Mrs. Oser holds a master's degree in psychology from UCI and is Fullerton and is head counselor of the Women's Opportunities Center at UC Irvine. The informally staged series was established to assist women in planning careers or returning to business world.

LADIES HOME JOURNAL
(December, 1971)

• The Women's Opportunities Center offers free educational and vocational counseling to women in Orange County, Calif. The Center has found excellent jobs for its clients. It also offers courses of special interest to women, a growing reference library and a scholarship program. Write or call Muriel Shiskoff, Women's Opportunities Center, University of California, Irvine, Calif. 92664.

Teacher Heads UCI Jobs For Women Center

IRVINE — Muriel Shiskoff of Newport Beach, a former teacher in the Mesa School District, has been appointed to dual posts at UCI, both dealing with achieving equal opportunities in employment for women.

As administrative analyst in the personnel department, she will counsel women employees, study and identify special problem areas, establish recruiting sources for women to fill uncommon and little known positions, and act as an advocate for women employment with university departments.

As director of the Extension Women's Opportunities Center she will oversee the services provided by the center, including free school and vocational counseling, executive volunteer opportunities, and information and referral to colleges and universities in Orange County.

Mrs. Shiskoff has been volunteer director of the center since its establishment in June, 1970. She was responsible for setting up the programs and supervising the volunteer staff as well as maintaining liaison with UCI faculty, industry and government.

Mrs. Shiskoff has been a member of the Salary and Budget Committee of the Newport-Mesa Teachers Association, the League of Women Voters, PTA, and American Association of University Women.

If you believe the Center can assist you, or if you have any questions about the scope of the Center, phone 833-7125.

Here's What Women Say About

WOMEN'S OPPORTUNITIES CENTER

I think the Center is a marvelous thing for a woman who would like to "get going" -- but doesn't know how or where -- or even what, sometimes. Having someonone who will "brainstorm" with you, but also knows what is realistic, is most helpful. An individual just doesn't know what's available to her. You give a real service. Thanks.

I was impressed with the centralized wealth of information available at W.O.C. I'm certain the center will be able to help direct me to proper retraining once I am able to proceed. The advisors are most helpful and also very well informed.

You are doing a fine job. You are needed and appreciated. Hope you will see that more singles courses are offered through Extension. Also physical fitness for women, perhaps on Sat. or Sunday afternoon.

My sincere thanks to you and Mrs. Ruth Gay for your counseling and guidance last summer. Thanks to such a service as offered at your center, this far-from-ready-to-retire R.N. was encouraged to return to my "first love", career-wise, and for the past month I've had the privelege of working with the many fine volunteers who keep our Center open every day of the week. Now it is time to start plans for the recruitment and training of additional volunteers.
My very best wishes for a very happy and successful 1972.

Last fall while glancing through the UCI Extension Bulletin, with intent of either up-dating my professional background or doing something else in preparation for employment, I was delighted to learn of the Women's Opportunity Center.

A telephone call to the center was followed by an interview. As a result of this interview and a brief involvement with the centers county volunteer information, I was able to solidify my thinking toward pursuing a career based on my recent volunteer experience. This involvement was mainly in the area of Volunteer Chairmanships and leadership positions, therefore directing my efforts towards a position as a Volunteer Staff Director seemed much more applicable as work experience than my early career as a radiological bacteriologist laboratory technican.

With suggestions from the Center Director, I immediately became active in several ways as a Volunteer Director on a voluntary basis. Towards the end of May, Muriel M. Shishkoff, Women's Program Assistant, referred me to the National Foundation-March of Dimes which resulted in a paid position as a Volunteer Service Coordinator.

W.O.C. great idea and most helpful with so much info available and positive-thinking interviewer.

If you believe the Center can assist you, or if you have any questions about the scope of the Center, phone 833-7128.

News from University College

THE CONTINUING EDUCATION COLLEGE OF SYRACUSE UNIVERSITY

Martin Fass, Director
Public Information
610 East Fayette Street
Syracuse, New York 13202

(315) 476-5541
Ext. 3273

PUBLIC SERVICE ANNOUNCEMENT

(30 Seconds)

Used during advertising campaign;

Mailed August 20, 1969

There is a famous O. Henry short story about the young fellow who came to New York City and began a search for the typical man about town. He never really found the man although he went to concerts, night clubs and all the right spots. After many years, this out of towner stepped off the curb carelessly, was struck by a taxicab and killed. Next morning, newspapers headlined the story as: "Man About Town Killed In Accident."

That brings us to the question of what is a typical student at University College, the continuing education college of Syracuse University? Well, the students who attend part-time for credit and non-credit are serious, gregarious, furious and curious -- serious about their future - gregarious to meet the right people -- furious at time wasted and curious about what makes this world the fascinating globe it is.

If you are interested in knowing more about art or science, don't look for the typical student. You are typical yourself.

Why don't you talk to the professional counselors at UC. They are on duty from 8:30 in the morning until 9 at night. Let them help you plan your educational future.

News from University College

THE CONTINUING EDUCATION COLLEGE OF SYRACUSE UNIVERSITY

Martin Fass, Director
Public Information
610 East Fayette Street
Syracuse, New York 13202

(315) 476-5541
Ext. 3273

RADIO COMMERCIAL - SUMMER 1972

-30 seconds-

SOFT CLASSICAL MUSIC UP AND THEN HOLD UNDER.

ANNOUNCER: In a search for the most beautiful word in the English language, Wilfred Funk chose ten: Dawn, hush, lullaby, tranquil, mist, golden, murmuring, chime, melody, luminous. They have a lovely sound and conjure up wonderful images. But the meaning of a word is what really makes it beautiful. And so University College suggests: Education.

MUSIC OUT.

ANNOUNCER: So start this summer as a part time student at Syracuse University. Take the right course at SU's University College. Register June first and second. It will be to your credit.

###

APPENDIX IV: PROMISING PROMOTION PRACTICES

"Recently, in promoting some program, you may have tried some unusual or 'creative' promotional activities not described in the questions asked so far. If so, would you please describe these activities."

This item in the promotion questionnaire gave respondents the opportunity to tell us about their interesting promotion practices. A careful reading of the questionnaires, eliminating duplicate ideas, produced an imaginative set of 77 ways to reach adults. We organized these ideas into four categories: audiovisual strategies, print strategies, personal strategies, and innovative programming.

Milton Stern, Dean of University Extension at the Berkeley campus of the University of California, likes to recite the recipe for a Hungarian omelette. It begins, "First steal three eggs." We present this list of 77 eggs hoping other institutions will steal them.

AUDIOVISUAL STRATEGIES

Television and Radio

1. Edison Junior College (Fort Myers, Florida) promotes its continuing education courses by having a professor or college administrator appear on a TV "talk show" every Monday.

2. Community College of Allegheny College (Pittsburgh, Pennsylvania) arranges for its instructors to be interviewed on various television and radio programs.

3. Willingboro Township School District (New Jersey) has produced a series of one minute television spot announcements and five minute concept films with production costs subsidized by private industry and narration by Dick Cavett and Mike Douglas without charge.

4. Lompoc Unified School District (California) uses cable television for interviews to create interest in the continuing education program and for announcements of registration information.

5. Abraham Baldwin Agricultural College (Tifton, Georgia) videotapes selected programs and later broadcasts them on the local cable channel.

6. Thomas More College (Covington, Kentucky) finds it is getting considerably more coverage from television, radio, and local newspapers since it began using the IBM MT/ST to produce multiple news releases, each looking like an original.

7. University of Wisconsin Extension (Madison) has also changed its news release format. A monthly TV and radio TIP SHEET has replaced a more lengthy version. Newspapers are now asking to be put on the mailing list.

8. University of Wisconsin (Stout campus, Menomonie) has developed a music logo for radio and television spots that helps audience identification of continuing education advertising.

9. Lansing School District (Michigan) finds an effective promotion strategy is the use of adult education students as narrators on radio spots.

10. Erie City School District (Pennsylvania) reaches adults for ESL by using foreign language tapes on radio.

11. Potomac State College of West Virginia (Keyser) utilizes a weekly radio program, "College Roundtable," to spread the word of continuing education.

12. Drury College (Springfield, Missouri) produced a 30 minute television special about its continuing education program.

Other Media

13. University of Notre Dame (Indiana) sponsored a conference, "Continuing Education and the University", attended by education, government, and business leaders, that generated an in-depth study of future needs of continuing education. A 16mm film, proceedings, and tape cassettes are available for loan.

14. Minneapolis Special School District (Minnesota) made a sound film of specific adult education activities and general information about the program. The film is used by the program coordinator at meetings with clubs, agencies, and business groups.

15. Triton College (River Grove, Illinois) produced a six minute color slide show with tape recorded narration describing the continuing education programs.

16. DeKalb Community College (Clarkston, Georgia) stresses the importance of showing its ten minute slide presentation of the program to all new classes as well as formal organizations. This use of media encourages word-of-mouth promotion.

17. Ashland College (Ohio) uses a flannel board presentation of its continuing education program. The attractive features of the flannel board are its inexpensiveness, portability, and independence from electrical equipment.

PRINT STRATEGIES

Newspapers

18. Eastern Washington State College (Cheney) works with two local state colleges and three private colleges to publish the "Night Owl," which has articles and course information about the six institutions.

19. East Meadow School District (New York) helps maintain the interests of its students with an adult school newspaper that carries items of interest to students and staff and publishes original works of the creative writing class.

Brochures and Flyers

20. Nebraska Western College (Scottsbluff) had its leaflets sent out with monthly statements from a local bank. NWC provided the inserts and the bank covered the other costs.

21. Stamford Public Schools (Connecticut) places flyers on windshields in parking lots to help keep the community knowledgable about the adult program.

22. North Platte Junior College (Nebraska) effectively uses a technique usually reserved for high school district programs. It distributes flyers to households via second and third grade students in ten elementary schools.

23. Virginia Western Community College (Roanoke) puts brochures in relevant locations as a way of reaching adults. For instance, announcements of photo courses are placed on counters in photo supply shops. Brochures detailing general interest classes are often left in information racks in banks.

24. University of Arizona (Tucson) finds the strategy of putting handouts in supermarket bags is good for public awareness, even if it does not contribute significantly to increased enrollments.

25. San Juan Unified School District (Carmichael, California) created a special flyer for a particular target audience and enclosed it with direct mail brochures going to a specific geographic area.

26. Meramec Community College (St. Louis, Missouri) emphasizes the importance of finding the appropriate target audience. Landscape courses are promoted by flyers to new home owners. Lists are obtained from real estate transfer notices that regularly appear in newspapers.

27. Stockton City Unified School District (California) generated interest by mailing a program of courses that had been successful in other locations to every household in the community. After a sufficient number of sign-ups, certain of the courses were started.

28. Southern Methodist University (Dallas, Texas) uses the local mailing list of various college alumni clubs as a way of reaching one target audience.

Letters

29. DeKalb Community College (Clarkston, Georgia) has produced interest in ABE and enrichment courses through personal letters to industries.

30. Waukegan School District (Illinois) finds letters are a good way to reach specific groups. For instance, it sends letters and free passes for certain classes to community organizations.

31. Los Angeles Valley College (Van Nuys, California) promoted its summer session by letters to high school counselors and to elementary and secondary school teachers.

Additional Strategies

32. St. Edward's University (Austin, Texas) uses marquees of shopping centers to promote non-credit courses. One series was billed as "23 Good Ways to Spend One Night a Week at St. Edward's University."

33. St. Phillip's College (San Antonio, Texas) gets good exposure for its program by using bus cards.

34. St. Paul Public Schools (Minnesota) successfully used adult education ads on half gallon milk containers.

35. Huntsville City School District (Alabama) was able to obtain free space for adult education advertising on outdoor billboards.

36. Yakima Valley College (Washington) uses grocery store bulletin boards as a way of reaching adults.

37. Virginia Commonwealth University (Richmond) occasionally sends letters to the newspaper editor pointing out the relevance of continuing education courses to current problems such as ecology. When they appear in the "Letters to the Editor" section of the paper, they are read by some who are otherwise unaware of the continuing education program.

38. C. W. Post College of Long Island University (Brookville, New York) found use of credit cards in a weekend college provided an unexpected promotion bonanza.

39. Greece School District (Rochester, New York) cooperates with four other county schools to create an attractive display of recent adult education activities at two shopping malls.

40. University of Wisconsin Extension (Madison) promotes special Adult Education days at public libraries.

41. Memphis City Schools (Tennessee) worked with the mayor and county court to declare an "Adult Education Week." The city council issued a special proclamation. These events were well publicized by the media.

42. Black Hawk College (Moline, Illinois) used a contest to create interest in continuing education. It offered a food basket for the naming of a new center.

43. Edison Junior College (Fort Myers, Florida) is converting a mini-bus into a traveling-recruiting operation.

44. Columbia Basin Community College (Pasco, Washington) already has a large traveling information center. The van is manned with a public relations staff using audio-visual presentations.

45. Clark Community College (Vancouver, Washington) promoted the giving of Christmas gift certificates that covered adult education registration fees.

PERSONAL STRATEGIES

Person-to-Person

46. Los Angeles Unified School District (California), recognizing the need to promote adult education to those who help support the program, gives an annual banquet for federal, state, county, and city legislators.

47. The Claremont Colleges (California) use mini-breakfasts as a strategy for bringing together community leaders, continuing education students, and faculty. Brief talks by professional staff are featured.

48. Oakland University (Rochester, Michigan) promotes continuing education by holding stately dinners at Meadow Brook Hall, a 100-room tudor mansion owned by the University. The elegant dinner is followed by a program presented by students in the school of performing art.

49. Erie City School District (Pennsylvania) holds annual tureen luncheons, rummage sales, holiday parties, and summer picnics for students and staff to maintain interest in the program.

50. Philadelphia City School District (Pennsylvania) similarly gives a Flag Day luncheon for new citizens, a spring picnic for senior citizens, and a winter festival for the community.

51. Queens College (Charlotte, North Carolina) finds the "A.B.C." series, "Alumnae, Books, and Coffee", brings recent graduates into the continuing education program. For two hours, every two weeks, alumnae meet to discuss current books.

52. Xavier University (Cincinnati, Ohio) had a successful adult education recruiting night by advertising free coffee, punch, and doughnuts.

53. Rapides Parish School District (Alexandria, Louisiana) found a student talent show, with proceeds going to a local charity, provided positive publicity for the adult education program.

54. East Detroit School District (Michigan) believes in promoting basic education on a person-to-person basis. Elementary school principals list names of influential persons in the school community, who are asked to help reach adults needing ABE. Paraprofessionals are sometimes better recruiters than professionals.

55. College of Notre Dame (Belmont, California) recruits in surrounding junior colleges. Recruiters work at tables in the cafeteria where students gather, rather than in a separate room waiting for students to seek them out.

56. Ohio Dominican College (Columbus, Ohio) sponsors an "Adult College Night." Representatives of adult programs are available in a central hall where prospective students may come for information and counseling.

57. Cranston School District (Rhode Island) sponsors an annual achievement night where student-produced arts and crafts are exhibited. A fashion show of clothes produced in sewing classes with musical accompaniment by students in music classes is a highlight of the evening.

58. Xavier University (Cincinnati, Ohio) holds an annual arts and crafts fair.

59. Fargo School District (North Dakota) also has an Adult Education Fair which attracts considerable community attention. The display of projects made during classes is rewarding for students and is enticing for potential enrollees.

60. Ashland College (Ohio) often uses students as speakers. Organizations learn about learning first hand.

61. Queens College (Charlotte, North Carolina) emphasizes the importance of promoting continuing education to the faculty. It has coffees and luncheons for those who help with the program.

62. Hawaii School District (Honolulu) encourages students to recruit new students through its "Bring a Friend" campaign.

63. Canton City School District (Ohio) recognizes each year's students by awarding them certificates for performance and attendance. Students are encouraged to bring a friend to the awards evening.

64. Indian Hills Community College (Ottumwa, Iowa) has initiated a "buddy system." Each one who enrolls in the high school completion course is asked to bring a new class member.

65. Greenville Tech (South Carolina) has each of its 60 instructors choose ten reliable students to go into the community to promote adult education. Enrollments significantly increase after each person-promotion effort.

66. Beaufort County School District (South Carolina) organized a club for graduates of the adult program. Members help recruit students for the program.

67. North Shore Community College (Beverly, Massachusetts) held an auction at the conclusion of a sequence of courses on antiques.

INNOVATIVE PROGRAMMING

Format

68. Oakland University (Rochester, Michigan) has free mini-previews of selected courses. The prize for the drawing held at each preview is a free course enrollment.

69. University of Hawaii (Honolulu) holds an interim session where non-credit courses in woodcarving, macrame, painting, etc. are provided without charge. These courses attract hundreds of participants and create new interest in the continuing education program.

70. Clark Community College (Vancouver, Washington) promoted the concept of a half term. Since it required less commitment, new students were attracted to take courses.

71. Essex Community College (Maryland) uses its Summer Culture Festival to increase awareness of adult education. The two

week program includes courses, seminars, plays, films, demonstrations of painting, sculpting, photography, dancing, yoga, cooking, sports, etc. at a maximum charge of $2.00 per family.

72. Duquesne University (Pittsburgh, Pennsylvania) encouraged the participation of many first-timers by holding a "dry run" class without charge.

73. Philadelphia City School District (Pennsylvania) finds some adults will not come to ABE classes because they are embarassed by their lack of education. Many of these adults are now being reached by television programs. "Operation Alphabet" and "3-4 Open the Door" are two programs emphasizing knowledge and skills at the elementary level for adults.

Content

74. Lake Washington School District (Kirkland, Washington) found its outstanding courses in art prompted a new class in picture framing.

75. Raytown C-2 School District (Missouri) linked the opening of two courses, "Beginning Fly Tying" and "Advanced Fly Tying and Rod Building" to the opening of the large Boats, Sports, and Travel Show. The Missouri Trout Fishermen's Association assumed responsibility for promotion efforts.

76. Toledo School District (Ohio) started a small program in Lucas County Jail to help inmates pass the time. The program continues to grow. Seven have secured the "Statement of High School Equivalence" and many more are participating in discussion courses and vocational classes. The school district emphasizes reaching adults, wherever they are, with whatever they need.

77. San Diego City Unified School District (California) finds it can promote foreign language classes through foreign nationality groups interested in preserving their languages.

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